

**Visions & Their Pursuits:An AmerTrad-U.S. Hist to 1920  
Honors (#2100470)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2100470

**Abbreviated Title:** VISIONS/PURSUIITS HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**GENERAL NOTES**

**Visions and Their Pursuits: An American Tradition-U.S.History to 1920** - The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and

concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

#### **Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how

	historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
<a href="#">SS.912.A.1.5:</a>	<p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
	Review causes and consequences of the Civil War.
<a href="#">SS.912.A.2.1:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p>
	Assess the influence of significant people or groups on Reconstruction.
<a href="#">SS.912.A.2.2:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.</p>
<a href="#">SS.912.A.2.3:</a>	Describe the issues that divided Republicans during the early Reconstruction era.
	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, the impeachment of</p>

	<p>Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</p>
<p><a href="#">SS.912.A.2.4:</a></p>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<p><a href="#">SS.912.A.2.5:</a></p>	<p>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p>
<p><a href="#">SS.912.A.2.6:</a></p>	<p>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p>
<p><a href="#">SS.912.A.2.7:</a></p>	<p>Review the Native American experience.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</p>
<p><a href="#">SS.912.A.3.2:</a></p>	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p>
<p><a href="#">SS.912.A.3.4:</a></p>	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.</p>
<p><a href="#">SS.912.A.3.5:</a></p>	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan,</p>

	Madame C.J. Walker, George Westinghouse.
<a href="#">SS.912.A.3.6:</a>	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.</p>
<a href="#">SS.912.A.3.7:</a>	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p>
<a href="#">SS.912.A.3.8:</a>	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p>
<a href="#">SS.912.A.3.9:</a>	<p>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, unions, Knights of Labor, american Federation of Labor, socialist Party, labor laws.</p>
<a href="#">SS.912.A.3.10:</a>	<p>Review different economic and philosophic ideologies.</p> <p><b>Remarks/Examples:</b>  Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
<a href="#">SS.912.A.3.11:</a>	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p><b>Remarks/Examples:</b>  Examples may include, but aren ot limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p>
<a href="#">SS.912.A.3.12:</a>	Compare how different nongovernmental organizations and

progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

**Remarks/Examples:**

Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.

[SS.912.A.3.13:](#)

Examine key events and peoples in Florida history as they relate to United States history.

**Remarks/Examples:**

Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.

[SS.912.A.4.1:](#)

Analyze the major factors that drove United States imperialism.

**Remarks/Examples:**

Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, *The Influence of Sea Power Upon History*, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.

[SS.912.A.4.2:](#)

Explain the motives of the United States acquisition of the territories.

**Remarks/Examples:**

Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.

[SS.912.A.4.3:](#)

Examine causes, course, and consequences of the Spanish American War.

**Remarks/Examples:**

Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the *Maine*, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.

<p><a href="#">SS.912.A.4.4:</a></p>	<p>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p> <div data-bbox="565 306 1438 541" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</p> </div>
<p><a href="#">SS.912.A.4.5:</a></p>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <div data-bbox="565 627 1438 932" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> </div>
<p><a href="#">SS.912.A.4.6:</a></p>	<p>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</p>
<p><a href="#">SS.912.A.4.7:</a></p>	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p>
<p><a href="#">SS.912.A.4.8:</a></p>	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p>
<p><a href="#">SS.912.A.4.9:</a></p>	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p>
<p><a href="#">SS.912.A.4.10:</a></p>	<p>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</p> <div data-bbox="565 1526 1438 1726" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).</p> </div>
<p><a href="#">SS.912.A.4.11:</a></p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <div data-bbox="565 1808 1438 1890" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.
<a href="#">SS.912.A.5.12:</a>	<p>Examine key events and people in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.</p>
<a href="#">SS.912.A.5.1:</a>	Discuss the economic outcomes of demobilization.
<a href="#">SS.912.A.5.2:</a>	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><b>Remarks/Examples:</b>  Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p>
<a href="#">SS.912.A.5.3:</a>	<p>Examine the impact of United States foreign economic policy during the 1920s.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.</p>
<a href="#">SS.912.A.5.4:</a>	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
<a href="#">SS.912.A.5.5:</a>	<p>Describe efforts by the United States and other world powers to avoid future wars.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.</p>
<a href="#">SS.912.A.5.6:</a>	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
<a href="#">SS.912.A.5.7:</a>	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
<a href="#">SS.912.A.5.8:</a>	Compare the views of Booker T. Washington, W.E.B. DuBois, and



	Marcus Garvey relating to the African American experience.
<a href="#">SS.912.A.5.9:</a>	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, 100 Percent Americanism.</p>
<a href="#">SS.912.A.5.10:</a>	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
<a href="#">SS.912.A.5.11:</a>	Examine causes, course, and consequences of the Great Depression and the New Deal.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.4.11:</a>	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and

	individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#">SS.912.C.3.5:</a>	Identify the impact of independent regulatory agencies in the federal bureaucracy.  <b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  <b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.
<a href="#">SS.912.G.2.1:</a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.

	<p><b>Remarks/Examples:</b>  Examples of physical characteristics are climate, terrain, resources.  Examples of human characteristics are religion, government, economy, demography.</p>
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.3:</a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
	<p><b>Remarks/Examples:</b>  Examples are desertification, global warming, cataclysmic natural disasters.</p>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#">SS.912.H.1.4:</a>	Explain philosophical beliefs as they relate to works in the arts.
	<p><b>Remarks/Examples:</b>  Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#">SS.912.H.3.2:</a>	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by</p>

referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data)

	with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to</li> </ol>

	<p>manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if</p>

necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of

functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.C.2.4:](#)

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **Visions and Countervisions: Europe, U.S. and the World from 1848 Honors (#2100480)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2100480

**Abbreviated Title:** VISIONS/COUNTER HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** American History

### **GENERAL NOTES**

**Visions and Countervisions: Europe, the U.S. and the World from 1848** - The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**

### **Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author,

	historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
<a href="#">SS.912.A.1.5:</a>	<p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
	Review causes and consequences of the Civil War.
<a href="#">SS.912.A.2.1:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p>
	Assess the influence of significant people or groups on Reconstruction.
<a href="#">SS.912.A.2.2:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.</p>
	Describe the issues that divided Republicans during the early Reconstruction era.
<a href="#">SS.912.A.2.3:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</p>

<p><a href="#">SS.912.A.2.4:</a></p>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<p><a href="#">SS.912.A.2.5:</a></p>	<p>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p>
<p><a href="#">SS.912.A.2.6:</a></p>	<p>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p>
<p><a href="#">SS.912.A.2.7:</a></p>	<p>Review the Native American experience.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</p>
<p><a href="#">SS.912.A.3.1:</a></p>	<p>Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.</p>
<p><a href="#">SS.912.A.3.2:</a></p>	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p>
<p><a href="#">SS.912.A.3.3:</a></p>	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.</p>
<p><a href="#">SS.912.A.3.4:</a></p>	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal</p>

	integration.
<a href="#">SS.912.A.3.5:</a>	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p>
<a href="#">SS.912.A.3.6:</a>	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.</p>
<a href="#">SS.912.A.3.7:</a>	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p>
<a href="#">SS.912.A.3.8:</a>	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p>
<a href="#">SS.912.A.3.9:</a>	<p>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist Party, labor laws.</p>
<a href="#">SS.912.A.3.10:</a>	<p>Review different economic and philosophic ideologies.</p> <p><b>Remarks/Examples:</b>  Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic</p>

	<p>examples are capitalism, socialism, communism, anarchy.</p>
<p><a href="#">SS.912.A.3.11:</a></p>	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p><b>Remarks/Examples:</b>  Examples may include, but aren't limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p>
<p><a href="#">SS.912.A.3.12:</a></p>	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p>
<p><a href="#">SS.912.A.3.13:</a></p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p>
<p><a href="#">SS.912.A.4.1:</a></p>	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, <i>The Influence of Sea Power Upon History</i>, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p>
<p><a href="#">SS.912.A.4.2:</a></p>	<p>Explain the motives of the United States acquisition of the territories.</p> <p><b>Remarks/Examples:</b></p>

	<p>Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.</p>
<a href="#">SS.912.A.4.3:</a>	<p>Examine causes, course, and consequences of the Spanish American War.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the <i>Maine</i>, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</p>
<a href="#">SS.912.A.4.4:</a>	<p>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</p>
<a href="#">SS.912.A.4.5:</a>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<a href="#">SS.912.A.4.6:</a>	<p>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</p>
<a href="#">SS.912.A.4.7:</a>	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p>
<a href="#">SS.912.A.4.8:</a>	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p>
<a href="#">SS.912.A.4.9:</a>	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United</p>

	States.
<a href="#">SS.912.A.4.10:</a>	<p>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).</p>
<a href="#">SS.912.A.4.11:</a>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</p>
<a href="#">SS.912.A.5.12:</a>	<p>Examine key events and people in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.</p>
<a href="#">SS.912.A.5.1:</a>	Discuss the economic outcomes of demobilization.
<a href="#">SS.912.A.5.2:</a>	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><b>Remarks/Examples:</b>  Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p>
<a href="#">SS.912.A.5.3:</a>	<p>Examine the impact of United States foreign economic policy during the 1920s.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.</p>
<a href="#">SS.912.A.5.4:</a>	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
<a href="#">SS.912.A.5.5:</a>	Describe efforts by the United States and other world powers to avoid future wars.



	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.</p>
<a href="#">SS.912.A.5.6:</a>	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
<a href="#">SS.912.A.5.7:</a>	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
<a href="#">SS.912.A.5.8:</a>	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
<a href="#">SS.912.A.5.9:</a>	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, 100 Percent Americanism.</p>
<a href="#">SS.912.A.5.10:</a>	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
<a href="#">SS.912.A.5.11:</a>	Examine causes, course, and consequences of the Great Depression and the New Deal.
<a href="#">SS.912.A.6.1:</a>	<p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>
<a href="#">SS.912.A.6.2:</a>	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
<a href="#">SS.912.A.6.3:</a>	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
<a href="#">SS.912.A.6.4:</a>	<p>Examine efforts to expand or contract rights for various populations during World War II.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian</p>

	Americans.
<a href="#">SS.912.A.6.5:</a>	<p>Explain the impact of World War II on domestic government policy.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p>
<a href="#">SS.912.A.6.6:</a>	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
<a href="#">SS.912.A.6.7:</a>	Describe the attempts to promote international justice through the Nuremberg Trials.
<a href="#">SS.912.A.6.8:</a>	<p>Analyze the effects of the Red Scare on domestic United States policy.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.</p>
<a href="#">SS.912.A.6.9:</a>	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Declaration of Human Rights.</p>
<a href="#">SS.912.A.6.10:</a>	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
<a href="#">SS.912.A.6.11:</a>	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
<a href="#">SS.912.A.6.12:</a>	<p>Examine causes, course, and consequences of the Korean War.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur.</p>
<a href="#">SS.912.A.6.13:</a>	<p>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</p>

<p><a href="#">SS.912.A.6.14:</a></p>	<p>Analyze causes, course, and consequences of the Vietnam War.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</p>
<p><a href="#">SS.912.A.6.15:</a></p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.</p>
<p><a href="#">SS.912.A.7.1:</a></p>	<p>Identify causes for Post-World War II prosperity and its effects on American society.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</p>
<p><a href="#">SS.912.A.7.2:</a></p>	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p>
<p><a href="#">SS.912.A.7.3:</a></p>	<p>Examine the changing status of women in the United States from post-World War II to present.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, <i>The Feminine Mystique</i>, National Organization for Women, <i>Roe v. Wade</i>, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</p>
<p><a href="#">SS.912.A.7.4:</a></p>	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p>
<p><a href="#">SS.912.A.7.5:</a></p>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p>

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p>
<p><a href="#">SS.912.A.7.6:</a></p>	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p>
<p><a href="#">SS.912.A.7.7:</a></p>	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p>
<p><a href="#">SS.912.A.7.8:</a></p>	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p>
<p><a href="#">SS.912.A.7.9:</a></p>	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>
<p><a href="#">SS.912.A.7.10:</a></p>	<p>Analyze the significance of Vietnam and Watergate on the government and people of the United States.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as</p>

	checks and balances, <i>New York Times v. Nixon</i> .
<a href="#">SS.912.A.7.11:</a>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Remarks/Examples:</b>  Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<a href="#">SS.912.A.7.12:</a>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<a href="#">SS.912.A.7.13:</a>	<p>Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.</p>
<a href="#">SS.912.A.7.14:</a>	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Remarks/Examples:</b>  Examples may include, but aren't limited to, NAFTA, World Trade Organization.</p>
<a href="#">SS.912.A.7.15:</a>	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p>
<a href="#">SS.912.A.7.16:</a>	Examine changes in immigration policy and attitudes toward immigration since 1950.
<a href="#">SS.912.A.7.17:</a>	Examine key events and key people in Florida history as they relate to

	<p>United States history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b>  Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.2:</a>	
	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b>  Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.3:</a>	
	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b>  Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.4:</a>	
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Remarks/Examples:</b>  Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.1.6:</a>	
<a href="#">SS.912.W.4.11:</a>	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

<a href="#">SS.912.G.1.4:</a>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <div data-bbox="576 304 1453 430" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p> </div>
<a href="#">SS.912.G.2.1:</a>	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <div data-bbox="576 546 1453 777" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p> </div>
<a href="#">SS.912.G.2.2:</a>	<p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</p>
<a href="#">SS.912.G.2.3:</a>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <div data-bbox="576 987 1453 1134" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p> </div>
<a href="#">SS.912.G.4.1:</a>	<p>Interpret population growth and other demographic data for any given place.</p>
<a href="#">SS.912.G.4.2:</a>	<p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p>
<a href="#">SS.912.G.4.3:</a>	<p>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p>
<a href="#">SS.912.G.4.7:</a>	<p>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</p>
<a href="#">SS.912.G.4.9:</a>	<p>Use political maps to describe the change in boundaries and governments within continents over time.</p>
<a href="#">SS.912.H.1.4:</a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <div data-bbox="576 1606 1453 1753" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p> </div>
<a href="#">SS.912.H.3.1:</a>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>
<a href="#">SS.912.H.3.2:</a>	<p>Identify social, moral, ethical, religious, and legal issues arising from</p>

	technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine



	which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.1112.WHST.1.1:</a>	<ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or</li> </ol>

supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.1112.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.1112.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[LAFS.1112.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.1112.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on

any one source and following a standard format for citation.

[LAFS.1112.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.1112.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings,

diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

[HE.912.C.2.4:](#)

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting

	communicable diseases, child care, and AED availability.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **World Cultural Geography (#2103300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2103300

**Abbreviated Title:** WORLD CLTRL GEOG

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**World Cultural Geography** - The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

#### Aligned Clusters:

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
<a href="#">SS.912.A.1.5:</a>	<b>Remarks/Examples:</b>  Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process

	<p>model accessible  at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.W.2.13:</a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#">SS.912.W.2.16:</a>	Trace the growth and development of a national identity in the countries of England, France, and Spain.
<a href="#">SS.912.W.2.19:</a>	Describe the impact of Japan's physiography on its economic and political development.
<a href="#">SS.912.W.2.20:</a>	<p>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.</p>
<a href="#">SS.912.W.2.22:</a>	Describe Japan's cultural and economic relationship to China and Korea.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>



<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	Evaluate the role of history in shaping identity and character.  <b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.
<a href="#">SS.912.W.3.1:</a>	Discuss significant people and beliefs associated with Islam.  <b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.13:</a>	Compare economic, political, and social developments in East, West, and South Africa.
<a href="#">SS.912.W.3.18:</a>	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.  <b>Remarks/Examples:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
<a href="#">SS.912.W.9.2:</a>	Describe the causes and effects of post-World War II economic and demographic changes.  <b>Remarks/Examples:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
<a href="#">SS.912.W.9.3:</a>	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.  <b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.
<a href="#">SS.912.W.9.4:</a>	Describe the causes and effects of twentieth century nationalist conflicts.  <b>Remarks/Examples:</b>

	Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
<a href="#">SS.912.W.9.5:</a>	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  <b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
<a href="#">SS.912.G.2.1:</a>	<b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
<a href="#">SS.912.G.2.3:</a>	<b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors

	contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
	Explain philosophical beliefs as they relate to works in the arts.
<a href="#">SS.912.H.1.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p> </div>
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> </ol>

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject

	under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.1.1:</a>	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	<b>Construct viable arguments and critique the reasoning of others.</b>
<a href="#">MAFS.K12.MP.3.1:</a>	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the

data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

<a href="#"><u>HE.912.C.2.4:</u></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="565 268 1442 436" style="border: 1px solid black; padding: 5px;"><p><b>Remarks/Examples:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p></div>
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<a href="#"><u>ELD.K12.ELL.AA.1:</u></a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>



## **Introduction to the Social Sciences (#2104300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104300

**Abbreviated Title:** INTROD SOCIAL SCI

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Introduction to the Social Sciences** - The grade 9-12 Introduction to the Social Sciences course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the scope, focus and methodology of the social sciences through an overview of its various disciplines. Content should include, but is not limited to essential concepts in the fields of anthropology, economics, geography, history, political science, psychology and sociology, inquiry methodologies, measurement techniques, interdisciplinary strategies, leading contributors in the major fields of social science, and development of effective logic and reasoning skills.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current

	<p>events and Internet resources.</p> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
	Review different economic and philosophic ideologies.
<a href="#">SS.912.A.3.10:</a>	<p><b>Remarks/Examples:</b></p> <p>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
<a href="#">SS.912.A.7.12:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
<a href="#">SS.912.W.1.2:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	Explain how historians use historical inquiry and other sciences to understand the past.
	<p><b>Remarks/Examples:</b></p>

	Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Explain why rights have limits and are not absolute.
<a href="#">SS.912.C.2.7:</a>	<b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.
	Analyze the impact of citizen participation as a means of achieving political and social change.
<a href="#">SS.912.C.2.8:</a>	<b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.E.1.1:</a>	Identify the factors of production and why they are necessary for the production of goods and services.

	<p><b>Remarks/Examples:</b> Examples are land, labor, capital, entrepreneurship.</p>
<a href="#">SS.912.E.1.3:</a>	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
<a href="#">SS.912.E.1.4:</a>	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
<a href="#">SS.912.E.1.6:</a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
<a href="#">SS.912.E.1.10:</a>	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
	Compare the current United States economy with other developed and developing nations.
<a href="#">SS.912.E.3.5:</a>	<p><b>Remarks/Examples:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
	Differentiate and draw conclusions about historical economic thought theorized by economists.
<a href="#">SS.912.E.3.6:</a>	<p><b>Remarks/Examples:</b> Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">SS.912.G.2.1:</a>	Identify the physical characteristics and the human characteristics that

	define and differentiate regions.
	<p><b>Remarks/Examples:</b>  Examples of physical characteristics are climate, terrain, resources.  Examples of human characteristics are religion, government, economy, demography.</p>
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
<a href="#">SS.912.G.2.3:</a>	<p><b>Remarks/Examples:</b>  Examples are desertification, global warming, cataclysmic natural disasters.</p>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
<a href="#">SS.912.H.1.1:</a>	<p><b>Remarks/Examples:</b>  Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
<a href="#">SS.912.H.1.2:</a>	<p><b>Remarks/Examples:</b>  Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p>
<a href="#">SS.912.H.1.3:</a>	Relate works in the arts to various cultures.

	<p><b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<p><a href="#">SS.912.H.1.4:</a></p>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<p><a href="#">SS.912.H.1.6:</a></p>	<p>Analyze how current events are explained by artistic and cultural trends of the past.</p>
<p><a href="#">SS.912.H.2.4:</a></p>	<p>Examine the effects that works in the arts have on groups, individuals, and cultures.</p>
<p><a href="#">SS.912.H.3.1:</a></p>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>
<p><a href="#">LAFS.910.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#">LAFS.910.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><a href="#">LAFS.910.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or</p>

	distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and</li> </ol>



between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple

	sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Global Studies (#2104320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104320

**Abbreviated Title:** GLOBAL STUDIES

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Global Studies** - The grade 9-12 Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalties and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current

	<p>events and Internet resources.</p> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<p><a href="#">SS.912.A.1.6:</a></p>	<p>Use case studies to explore social, political, legal, and economic relationships in history.</p>
<p><a href="#">SS.912.A.1.7:</a></p>	<p>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p>
<p><a href="#">SS.912.A.3.10:</a></p>	<p>Review different economic and philosophic ideologies.</p> <p><b>Remarks/Examples:</b></p> <p>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
<p><a href="#">SS.912.A.7.11:</a></p>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but aren ot limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<p><a href="#">SS.912.A.7.12:</a></p>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<p><a href="#">SS.912.A.7.14:</a></p>	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but arenot limited to, NAFTA, World Trade Organization.</p>

<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
<a href="#">SS.912.W.1.2:</a>	<p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
<a href="#">SS.912.W.8.8:</a>	<p><b>Remarks/Examples:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
<a href="#">SS.912.W.8.9:</a>	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
<a href="#">SS.912.W.8.10:</a>	<p><b>Remarks/Examples:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
<a href="#">SS.912.W.9.1:</a>	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

	<p><b>Remarks/Examples:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
<a href="#">SS.912.W.9.2:</a>	<p>Describe the causes and effects of post-World War II economic and demographic changes.</p> <p><b>Remarks/Examples:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</p>
<a href="#">SS.912.W.9.3:</a>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
<a href="#">SS.912.W.9.4:</a>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
<a href="#">SS.912.W.9.5:</a>	<p>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>
<a href="#">SS.912.W.9.6:</a>	<p>Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</p>
<a href="#">SS.912.W.9.7:</a>	<p>Describe the impact of and global response to international terrorism.</p>
<a href="#">SS.912.C.4.1:</a>	<p>Explain how the world's nations are governed differently.</p>
<a href="#">SS.912.C.4.2:</a>	<p>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</p>
<a href="#">SS.912.C.4.3:</a>	<p>Assess human rights policies of the United States and other countries.</p>
<a href="#">SS.912.E.3.4:</a>	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Remarks/Examples:</b> Examples of negative are pollution, global warming.</p>

	Examples of positive are pure water, better air quality.
<a href="#">SS.912.E.3.5:</a>	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Remarks/Examples:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">SS.912.G.2.1:</a>	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p><b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.3:</a>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p><b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors



	contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.4:</a>	Use geographic terms and tools to analyze case studies of issues in globalization. <b>Remarks/Examples:</b> Examples are cultural imperialism, outsourcing.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#">SS.912.H.1.1:</a>	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. <b>Remarks/Examples:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
<a href="#">SS.912.H.1.2:</a>	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. <b>Remarks/Examples:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.
<a href="#">SS.912.H.1.3:</a>	Relate works in the arts to various cultures. <b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
<a href="#">SS.912.H.1.4:</a>	Explain philosophical beliefs as they relate to works in the arts. <b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
<a href="#">SS.912.H.1.5:</a>	Examine artistic response to social issues and new ideas in various cultures. <b>Remarks/Examples:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes'

poetry, Pete Seeger's Bring 'Em Home.

[SS.912.H.1.6:](#)

Analyze how current events are explained by artistic and cultural trends of the past.

[SS.912.H.3.1:](#)

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

[LAFS.910.SL.1.1:](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary

	source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical

processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#) Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.3.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of

others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Voluntary School/Community Service (#2104330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104330

**Abbreviated Title:** VOL SCH/COMMU SERV

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Voluntary School/Community Service** - The grade **Voluntary School/Community Service** course consists of the following content area strands: World History, American History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the concept of service to society and the engagement in activities that benefit communities. Content should include, but is not limited to, the identification of school or community challenges and needs, options for responding to identified needs, and the development and implementation of a personal plan for providing school or community service.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Note:** To receive credit for this course, documentation of at least 75 hours of school or community service must be provided.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Remarks/Examples:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.7:</a>	<p>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.C.2.2:</a>	<p>Evaluate the importance of political participation and civic participation.</p>
<a href="#">SS.912.C.2.3:</a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>



<p><a href="#">SS.912.C.2.5:</a></p>	<p>Conduct a service project to further the public good.</p> <p><b>Remarks/Examples:</b> Examples are school, community, state, national, international.</p>
<p><a href="#">SS.912.C.2.8:</a></p>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<p><a href="#">SS.912.C.2.10:</a></p>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<p><a href="#">SS.912.C.2.11:</a></p>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<p><a href="#">SS.912.C.3.13:</a></p>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<p><a href="#">SS.912.E.2.2:</a></p>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
<p><a href="#">SS.912.E.2.11:</a></p>	<p>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</p> <p><b>Remarks/Examples:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<p><a href="#">LAFS.910.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of</p>

	<p>ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or</li> </ul>

	<p>other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
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[LAFS.910.WHST.2.5:](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
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[LAFS.910.WHST.3.8:](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
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**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#) Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw

diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions

with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Women's Studies (#2104340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104340

**Abbreviated Title:** WOMEN'S STUDIES

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Women's Studies** - The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<a href="#">SS.912.A.3.5:</a>	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p>
<a href="#">SS.912.A.4.8:</a>	Compare the experiences Americans (African Americans,

	Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
<a href="#">SS.912.A.4.9:</a>	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
<a href="#">SS.912.A.5.7:</a>	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
<a href="#">SS.912.A.5.9:</a>	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, 100 Percent Americanism.
<a href="#">SS.912.A.5.10:</a>	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
<a href="#">SS.912.A.7.3:</a>	Examine the changing status of women in the United States from post-World War II to present.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, <i>The Feminine Mystique</i> , National Organization for Women, <i>Roe v. Wade</i> , Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.
<a href="#">SS.912.A.7.5:</a>	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.
<a href="#">SS.912.A.7.9:</a>	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
<a href="#">SS.912.A.7.11:</a>	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Haiti, Bosnia-



	<p>Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<a href="#">SS.912.A.7.12:</a>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<a href="#">SS.912.W.2.10:</a>	<p>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</p>
<a href="#">SS.912.W.2.13:</a>	<p>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</p>
<a href="#">SS.912.W.2.17:</a>	<p>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</p> <p><b>Remarks/Examples:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</p>
<a href="#">SS.912.W.1.1:</a>	<p>Use timelines to establish cause and effect relationships of historical events.</p>
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b></p>

	Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.13:</a>	Compare economic, political, and social developments in East, West, and South Africa.
	Describe the roles of people in the Maya, Inca, and Aztec societies.
<a href="#">SS.912.W.3.17:</a>	<b>Remarks/Examples:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.
	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
<a href="#">SS.912.W.3.18:</a>	<b>Remarks/Examples:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
<a href="#">SS.912.W.4.3:</a>	<b>Remarks/Examples:</b> Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.
<a href="#">SS.912.W.4.14:</a>	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
<a href="#">SS.912.W.4.15:</a>	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
<a href="#">SS.912.W.6.4:</a>	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

	<p><b>Remarks/Examples:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
<a href="#">SS.912.W.9.4:</a>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
<a href="#">SS.912.W.9.5:</a>	<p>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>
<a href="#">SS.912.C.4.1:</a>	<p>Explain how the world's nations are governed differently.</p>
<a href="#">SS.912.C.4.2:</a>	<p>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</p>
<a href="#">SS.912.C.4.3:</a>	<p>Assess human rights policies of the United States and other countries.</p>
<a href="#">SS.912.G.1.1:</a>	<p>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</p>
<a href="#">SS.912.G.1.2:</a>	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
<a href="#">SS.912.G.1.3:</a>	<p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p>
<a href="#">SS.912.G.1.4:</a>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p>
<a href="#">SS.912.G.2.1:</a>	<p><b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>

<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.3:</a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.</div>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#">SS.912.H.1.4:</a>	Explain philosophical beliefs as they relate to works in the arts. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</div>
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.

[LAFS.910.RH.4.10:](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone

	<p>while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of</p>

the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical

[MAFS.K12.MP.5.1:](#)



package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Multicultural Studies (#2104600)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104600

**Abbreviated Title:** MULTICLTRL STUDIES

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Multicultural Studies** - The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current

events and Internet resources.

**Remarks/Examples:**

Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: [http://www.fldoe.org/bii/Library\\_Media/pdf/12TotalFINDS.pdf](http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf)

[SS.912.A.1.6:](#)

Use case studies to explore social, political, legal, and economic relationships in history.

[SS.912.A.1.7:](#)

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

[SS.912.A.2.4:](#)

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

**Remarks/Examples:**

Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.

[SS.912.A.2.5:](#)

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

[SS.912.A.2.6:](#)

Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

Review the Native American experience.

[SS.912.A.2.7:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.

[SS.912.A.3.5:](#)

Identify significant inventors of the Industrial Revolution including African Americans and women.

**Remarks/Examples:**

Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.

[SS.912.A.3.6:](#)

Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.</p>
<p><a href="#">SS.912.A.3.7:</a></p>	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p>
<p><a href="#">SS.912.A.3.10:</a></p>	<p>Review different economic and philosophic ideologies.</p> <p><b>Remarks/Examples:</b>  Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
<p><a href="#">SS.912.A.3.11:</a></p>	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p><b>Remarks/Examples:</b>  Examples may include, but aren ot limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p>
<p><a href="#">SS.912.A.3.12:</a></p>	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p>
<p><a href="#">SS.912.A.3.13:</a></p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p>

	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p>
<p><a href="#">SS.912.A.4.1:</a></p>	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, <i>The Influence of Sea Power Upon History</i>, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p>
<p><a href="#">SS.912.A.4.8:</a></p>	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p>
<p><a href="#">SS.912.A.4.9:</a></p>	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p>
<p><a href="#">SS.912.A.5.2:</a></p>	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><b>Remarks/Examples:</b>  Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p>
<p><a href="#">SS.912.A.5.6:</a></p>	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p>
<p><a href="#">SS.912.A.5.7:</a></p>	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p>
<p><a href="#">SS.912.A.5.8:</a></p>	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p>
<p><a href="#">SS.912.A.5.9:</a></p>	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, 100 Percent Americanism.</p>

<a href="#">SS.912.A.5.10:</a>	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
<a href="#">SS.912.A.6.9:</a>	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the Declaration of Human Rights.</p>
<a href="#">SS.912.A.7.4:</a>	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p>
<a href="#">SS.912.A.7.5:</a>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p>
<a href="#">SS.912.A.7.6:</a>	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p>
<a href="#">SS.912.A.7.7:</a>	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p>
<a href="#">SS.912.A.7.8:</a>	Analyze significant Supreme Court decisions relating to integration,

busing, affirmative action, the rights of the accused, and reproductive rights.

**Remarks/Examples:**

Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].

[SS.912.A.7.9:](#)

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

[SS.912.A.7.11:](#)

**Remarks/Examples:**

Examples may include, but aren ot limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

[SS.912.A.7.12:](#)

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Remarks/Examples:**

Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

[SS.912.A.7.13:](#)

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

**Remarks/Examples:**

Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

[SS.912.A.7.14:](#)

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Remarks/Examples:**

Examples may include, but arenot limited to, NAFTA, World Trade Organization.



<a href="#">SS.912.A.7.16:</a>	Examine changes in immigration policy and attitudes toward immigration since 1950.
<a href="#">SS.912.A.7.17:</a>	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b>  Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b>  Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b>  Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Remarks/Examples:</b>  Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to

	describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  <b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
<a href="#">SS.912.G.2.1:</a>	<b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
<a href="#">SS.912.G.2.3:</a>	<b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
	Explain philosophical beliefs as they relate to works in the arts.
<a href="#">SS.912.H.1.4:</a>	<b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.

<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include</li> </ol>

	<p>formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.C.2.7:](#)

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

**Remarks/Examples:**

Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.





## **World Religions (#2105310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2105310

**Abbreviated Title:** WORLD RELIGIONS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**World Religions** - The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism . Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.W.2.2:</a>	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
<a href="#">SS.912.W.2.4:</a>	Identify key figures associated with the Byzantine Empire.  <b>Remarks/Examples:</b> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.
<a href="#">SS.912.W.2.5:</a>	Explain the contributions of the Byzantine Empire.  <b>Remarks/Examples:</b>

	<p>Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p>
<a href="#">SS.912.W.2.6:</a>	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
<a href="#">SS.912.W.2.7:</a>	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
<a href="#">SS.912.W.2.8:</a>	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.
<a href="#">SS.912.W.2.10:</a>	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
<a href="#">SS.912.W.2.12:</a>	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
<a href="#">SS.912.W.2.13:</a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#">SS.912.W.2.19:</a>	Describe the impact of Japan's physiography on its economic and political development.
<a href="#">SS.912.W.2.20:</a>	<p>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b></p> <p>Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.</p> </div>
<a href="#">SS.912.W.2.22:</a>	Describe Japan's cultural and economic relationship to China and Korea.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	Compare time measurement systems used by different cultures.

	<p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.5:</a>	
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
	Discuss significant people and beliefs associated with Islam.
<a href="#">SS.912.W.3.1:</a>	<p><b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</p>
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.3:</a>	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
<a href="#">SS.912.W.3.4:</a>	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
<a href="#">SS.912.W.3.5:</a>	<p><b>Remarks/Examples:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.</p>
<a href="#">SS.912.W.3.6:</a>	Describe key economic, political, and social developments in

	<p>Islamic history.</p> <p><b>Remarks/Examples:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.</p>
<p><a href="#">SS.912.W.3.7:</a></p>	<p>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</p> <p><b>Remarks/Examples:</b> Examples are Crusades, Reconquista.</p>
<p><a href="#">SS.912.W.3.8:</a></p>	<p>Identify important figures associated with the Crusades.</p> <p><b>Remarks/Examples:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.</p>
<p><a href="#">SS.912.W.8.10:</a></p>	<p>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</p> <p><b>Remarks/Examples:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
<p><a href="#">SS.912.W.9.1:</a></p>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p><b>Remarks/Examples:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
<p><a href="#">SS.912.W.9.3:</a></p>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
<p><a href="#">SS.912.G.1.1:</a></p>	<p>Design maps using a variety of technologies based on descriptive</p>

	data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p> </div>
<a href="#">SS.912.G.2.1:</a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p> </div>
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.3:</a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p> </div>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#">SS.912.H.1.3:</a>	<p>Relate works in the arts to various cultures.</p> <p><b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<a href="#">SS.912.H.1.4:</a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#">SS.912.H.3.2:</a>	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse

	media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the</li> </ol>



strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.1.2:](#)

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem.

Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions

[MAFS.K12.MP.5.1:](#)

with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.C.2.7:](#)

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

**Remarks/Examples:**

Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Philosophy (#2105340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2105340

**Abbreviated Title:** PHILOS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Philosophy** - The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

	<p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#">SS.912.A.3.10:</a>	<p>Review different economic and philosophic ideologies.</p> <p><b>Remarks/Examples:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
<a href="#">SS.912.A.7.5:</a>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p>
<a href="#">SS.912.W.2.12:</a>	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
<a href="#">SS.912.W.2.13:</a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#">SS.912.W.2.20:</a>	<p>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</p> <p><b>Remarks/Examples:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.</p>
<a href="#">SS.912.W.2.22:</a>	Describe Japan's cultural and economic relationship to China and Korea.

<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
<a href="#">SS.912.W.1.2:</a>	<p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
	Discuss significant people and beliefs associated with Islam.
<a href="#">SS.912.W.3.1:</a>	<p><b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</p>
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.4:</a>	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
	Identify the major contributions of individuals associated with the Scientific Revolution.
<a href="#">SS.912.W.4.10:</a>	<p><b>Remarks/Examples:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.</p>
<a href="#">SS.912.W.5.2:</a>	Identify major causes of the Enlightenment.



	<p><b>Remarks/Examples:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</p>
<a href="#">SS.912.W.5.3:</a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.W.5.5:</a>	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
<a href="#">SS.912.W.6.3:</a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#">SS.912.W.6.4:</a>	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
	<p><b>Remarks/Examples:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
<a href="#">SS.912.W.8.8:</a>	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
	<p><b>Remarks/Examples:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
<a href="#">SS.912.W.8.9:</a>	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
<a href="#">SS.912.W.8.10:</a>	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
	<p><b>Remarks/Examples:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
<a href="#">SS.912.W.9.1:</a>	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
	<p><b>Remarks/Examples:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>

<a href="#">SS.912.W.9.7:</a>	Describe the impact of and global response to international terrorism.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.10:</a>	Evaluate the significance and outcomes of landmark Supreme Court cases.  <b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.G.2.1:</a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  <b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.3:</a>	Use geographic terms and tools to analyze case studies of regional

	<p>issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p><b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
<a href="#">SS.912.H.1.4:</a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#">SS.912.H.2.3:</a>	<p>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</p>
<a href="#">SS.912.H.3.1:</a>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>
<a href="#">SS.912.H.3.2:</a>	<p>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</p>
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	<p>Integrate multiple sources of information presented in diverse media</p>

	or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.910.WHST.1.1:</a>	<ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-</li> </ol>

appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of

technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical

progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They

calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.C.2.7:](#)

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

**Remarks/Examples:**

Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **Ethics (#2105350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2105350

**Abbreviated Title:** ETHICS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Ethics** - The grade 9-12 Ethics course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current

events and Internet resources.

**Remarks/Examples:**

Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: [http://www.fldoe.org/bii/Library\\_Media/pdf/12TotalFINDS.pdf](http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf)

[SS.912.A.1.6:](#)

Use case studies to explore social, political, legal, and economic relationships in history.

[SS.912.A.1.7:](#)

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

[SS.912.A.3.10:](#)

Review different economic and philosophic ideologies.

**Remarks/Examples:**

Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.

[SS.912.A.6.11:](#)

Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

[SS.912.W.2.13:](#)

Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

[SS.912.W.2.20:](#)

Summarize the major cultural, economic, political, and religious developments in medieval Japan.

**Remarks/Examples:**

Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.

[SS.912.W.2.22:](#)

Describe Japan's cultural and economic relationship to China and Korea.

[SS.912.W.1.1:](#)

Use timelines to establish cause and effect relationships of historical events.

[SS.912.W.1.2:](#)

Compare time measurement systems used by different cultures.

**Remarks/Examples:**

Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
	Discuss significant people and beliefs associated with Islam.
<a href="#">SS.912.W.3.1:</a>	<p><b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</p>
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.4:</a>	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
<a href="#">SS.912.W.4.14:</a>	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
	Identify major causes of the Enlightenment.
<a href="#">SS.912.W.5.2:</a>	<p><b>Remarks/Examples:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</p>
<a href="#">SS.912.W.5.3:</a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.W.6.4:</a>	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

	<p><b>Remarks/Examples:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
<p><a href="#">SS.912.W.7.10:</a></p>	<p>Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.</p>
<p><a href="#">SS.912.W.8.6:</a></p>	<p>Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</p>
<p><a href="#">SS.912.W.9.3:</a></p>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
<p><a href="#">SS.912.W.9.7:</a></p>	<p>Describe the impact of and global response to international terrorism.</p>
<p><a href="#">SS.912.C.2.4:</a></p>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>
<p><a href="#">SS.912.C.2.9:</a></p>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<p><a href="#">SS.912.C.2.10:</a></p>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<p><a href="#">SS.912.C.2.11:</a></p>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<p><a href="#">SS.912.C.2.13:</a></p>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>

<p><a href="#">SS.912.C.3.10:</a></p>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p><b>Remarks/Examples:</b>  Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<p><a href="#">SS.912.C.4.2:</a></p>	<p>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</p>
<p><a href="#">SS.912.C.4.3:</a></p>	<p>Assess human rights policies of the United States and other countries.</p>
<p><a href="#">SS.912.G.2.3:</a></p>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p><b>Remarks/Examples:</b>  Examples are desertification, global warming, cataclysmic natural disasters.</p>
<p><a href="#">SS.912.H.1.4:</a></p>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Remarks/Examples:</b>  Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<p><a href="#">SS.912.H.2.3:</a></p>	<p>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</p>
<p><a href="#">SS.912.H.3.1:</a></p>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>
<p><a href="#">SS.912.H.3.2:</a></p>	<p>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</p>
<p><a href="#">LAFS.910.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and</li> </ol>

	<p>decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary

	and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while</li> </ol>



attending to the norms and conventions of the discipline in which they are writing.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences

between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of

varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.C.2.7:](#)

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

**Remarks/Examples:**

Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Philosophy Honors (#2120910)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2120910

**Abbreviated Title:** PHILOS HON

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Philosophy Honors** - The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**

### **Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a

	historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
<a href="#">SS.912.A.1.5:</a>	<p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
	Review different economic and philosophic ideologies.
<a href="#">SS.912.A.3.10:</a>	<p><b>Remarks/Examples:</b></p> <p>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
<a href="#">SS.912.W.2.12:</a>	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
<a href="#">SS.912.W.2.13:</a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
<a href="#">SS.912.W.2.20:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.</p>
<a href="#">SS.912.W.2.22:</a>	Describe Japan's cultural and economic relationship to China and Korea.

<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
<a href="#">SS.912.W.1.2:</a>	<b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.
	Discuss significant people and beliefs associated with Islam.
<a href="#">SS.912.W.3.1:</a>	<b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.4:</a>	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
	Identify major causes of the Enlightenment.
<a href="#">SS.912.W.5.2:</a>	<b>Remarks/Examples:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
<a href="#">SS.912.W.5.3:</a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

<a href="#">SS.912.W.5.5:</a>	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
<a href="#">SS.912.W.6.3:</a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#">SS.912.W.6.4:</a>	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.  <b>Remarks/Examples:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.G.2.1:</a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  <b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.3:</a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  <b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.
<a href="#">SS.912.H.1.4:</a>	Explain philosophical beliefs as they relate to works in the arts.  <b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.



<a href="#">SS.912.H.2.3:</a>	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#">SS.912.H.3.2:</a>	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	Write informative/explanatory texts, including the narration of

	<p>historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection,

	and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades.</p>

Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

[HE.912.C.2.7:](#)

**Remarks/Examples:**

Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

<a href="#"><u>SS.912.S.1.4:</u></a>	Examine changing points of view of social issues, such as poverty, crime and discrimination.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#"><u>ELD.K12.ELL.AA.1:</u></a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Philosophy Honors 2 (#2120915)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2120915

**Abbreviated Title:** PHILOS HON 2

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Philosophy Honors 2** - The grade 9-12 Philosophy Honors 2 course consists of the following content area strands: American History, World History, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**

**LAFS.910.RH.1 Key Ideas and Details**

**LAFS.910.RH.2 Craft and Structure**

**LAFS.910.RH.3 Integration of Knowledge and Ideas**

**LAFS.910.RH.4 Range of Reading and Level of Text Complexity**

**LAFS.910.WHST.1 Text Types and Purposes**

**LAFS.910.WHST.2 Production and Distribution of Writing**

**LAFS.910.WHST.3 Research to Build and Present Knowledge**

**LAFS.910.WHST.4 Range of Writing**

**LAFS.910.SL.1 Comprehension and Collaboration**

**LAFS.910.SL.2 Presentation of Knowledge and Ideas**



**MAFS.K12.MP Mathematical Practices**

**MAFS.912.S-ID Interpreting Categorical and Quantitative Data**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

**MAFS.912.S-IC Making Inferences and Justifying Conclusions**

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

**Integrate Common Core Standards for Mathematical Practice (MP) as applicable.**

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.

Name	Description
<a href="#">SS.912.A.3.10:</a>	Review different economic and philosophic ideologies.  <b>Remarks/Examples:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.
<a href="#">SS.912.W.2.5:</a>	Explain the contributions of the Byzantine Empire.  <b>Remarks/Examples:</b> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.
<a href="#">SS.912.W.2.13:</a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#">SS.912.W.2.17:</a>	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.  <b>Remarks/Examples:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code

	of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
<a href="#">SS.912.W.2.20:</a>	<p>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.</p>
<a href="#">SS.912.W.2.21:</a>	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.18:</a>	<p>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.</p>

<a href="#">SS.912.W.4.5:</a>	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
<a href="#">SS.912.W.4.6:</a>	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
<a href="#">SS.912.W.4.10:</a>	Identify the major contributions of individuals associated with the Scientific Revolution.  <b>Remarks/Examples:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
<a href="#">SS.912.W.5.2:</a>	Identify major causes of the Enlightenment.  <b>Remarks/Examples:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
<a href="#">SS.912.W.5.3:</a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#">SS.912.W.6.3:</a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#">SS.912.W.8.8:</a>	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.  <b>Remarks/Examples:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
<a href="#">SS.912.W.9.1:</a>	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.  <b>Remarks/Examples:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the

	government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.7:</a>	<p>Explain why rights have limits and are not absolute.</p> <p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#">SS.912.C.2.13:</a>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.H.1.4:</a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#">SS.912.H.2.3:</a>	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes</li> </ol>

- on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.

[LAFS.910.RH.3.9:](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

[LAFS.910.RH.4.10:](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style

	<p>appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">HE.912.C.2.7:</a>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>            Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and</p> </div>

	parenting.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **United States Government (#2106310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106310

**Abbreviated Title:** US GOVT

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** American Government

### **GENERAL NOTES**

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Special Notes:**

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

## Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
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<p><a href="#">HE.912.C.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="578 273 1369 472" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<p><a href="#">SS.912.C.1.1:</a></p>	<p>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</p>
<p><a href="#">SS.912.C.1.2:</a></p>	<p>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</p>
<p><a href="#">SS.912.C.1.3:</a></p>	<p>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</p>
<p><a href="#">SS.912.C.1.4:</a></p>	<p>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</p>
<p><a href="#">SS.912.C.1.5:</a></p>	<p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p>
<p><a href="#">SS.912.C.2.1:</a></p>	<p>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</p>
<p><a href="#">SS.912.C.2.2:</a></p>	<p>Evaluate the importance of political participation and civic participation.</p>
<p><a href="#">SS.912.C.2.3:</a></p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <div data-bbox="578 1339 1369 1575" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p> </div>
<p><a href="#">SS.912.C.2.4:</a></p>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>
<p><a href="#">SS.912.C.2.5:</a></p>	<p>Conduct a service project to further the public good.</p> <div data-bbox="578 1743 1369 1854" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are school, community, state, national,</p> </div>

	international.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Explain why rights have limits and are not absolute.
<a href="#">SS.912.C.2.7:</a>	<b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.
<a href="#">SS.912.C.2.8:</a>	Analyze the impact of citizen participation as a means of achieving political and social change.
	<b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#">SS.912.C.2.9:</a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
	<b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida.
	<b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
<a href="#">SS.912.C.2.13:</a>	<b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#">SS.912.C.2.14:</a>	Evaluate the processes and results of an election at the state or federal level.

<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
	Analyze trends in voter turnout.
<a href="#">SS.912.C.2.16:</a>	<p><b>Remarks/Examples:</b> Examples are youth voter turnout, issue-based voting.</p>
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright,</p>

	Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.	
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.	
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.	
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.	
<a href="#">SS.912.C.3.13:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>		
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).	
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.	
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.	
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.	
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.	
<a href="#">SS.912.C.4.4:</a>	Compare indicators of democratization in multiple countries.	
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.	
<a href="#">SS.912.G.5.5:</a>	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.	
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
<a href="#">LAFS.1112.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and</li> </ol>	

	<p>deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, or orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

[LAFS.1112.RH.2.6:](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

[LAFS.1112.RH.3.7:](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[LAFS.1112.RH.3.8:](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

[LAFS.1112.RH.3.9:](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[LAFS.1112.RH.4.10:](#)

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

[LAFS.1112.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts,



and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a

	standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.1112.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.1.1:</a>	
	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	

Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the

	elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **United States Government Honors (#2106320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106320

**Abbreviated Title:** US GOVT HON

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** American Government

### **GENERAL NOTES**

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

## **Special Notes:**

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
  - Unity/diversity in American society
  - Civil society: nongovernmental associations, groups
  - Nation-states
  - Interaction among nation-states
  - United States, major governmental, nongovernmental international organizations
- The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

## **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors,

please click on the following link:

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For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or

federal levels.

**Remarks/Examples:**

Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

[SS.912.C.2.4:](#)

Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

Conduct a service project to further the public good.

[SS.912.C.2.5:](#)

**Remarks/Examples:**

Examples are school, community, state, national, international.

[SS.912.C.2.6:](#)

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

Explain why rights have limits and are not absolute.

[SS.912.C.2.7:](#)

**Remarks/Examples:**

Examples are speech, search and seizure, religion, gun possession.

[SS.912.C.2.8:](#)

Analyze the impact of citizen participation as a means of achieving political and social change.

**Remarks/Examples:**

Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.

[SS.912.C.2.9:](#)

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

**Remarks/Examples:**

Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

[SS.912.C.2.10:](#)

Monitor current public issues in Florida.

**Remarks/Examples:**

Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.



<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
<a href="#">SS.912.C.2.13:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p> </div>
<a href="#">SS.912.C.2.14:</a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
	Analyze trends in voter turnout.
<a href="#">SS.912.C.2.16:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are youth voter turnout, issue-based voting.</p> </div>
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p> </div>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
<a href="#">SS.912.C.3.8:</a>	Compare the role of judges on the state and federal level with other elected officials.

	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
<a href="#">SS.912.C.3.10:</a>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#">SS.912.C.3.13:</a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.C.4.4:</a>	Compare indicators of democratization in multiple countries.
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.5.5:</a>	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

<p><a href="#">LAFS.1112.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#">LAFS.1112.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#">LAFS.1112.RH.1.1:</a></p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<p><a href="#">LAFS.1112.RH.1.2:</a></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes</p>

	clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and</li> </ol>

	<p>reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
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Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.1112.WHST.1.2:](#)

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and
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	update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.1112.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.1.1:</a>	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are

able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **Civics (#2106330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106330

**Abbreviated Title:** CIVICS

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Civics** - The grade 9-12 Civics course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American government and political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in the political system. Content should include, but is not limited to, the American constitutional government, free-enterprise system, structure and functions of local, state and national government within constitutional and economic frameworks, political and economic decision-making issues, rights and responsibilities of citizenship, and the importance of political participation.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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**COURSE STANDARDS**

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MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
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<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting

	events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p> </div>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#">SS.912.A.2.4:</a>	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p> </div>
<a href="#">SS.912.W.2.18:</a>	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples are Magna Carta, parliament, habeas corpus.</p> </div>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	Compare time measurement systems used by different cultures.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p> </div>

	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
	Experience the responsibilities of citizens at the local, state, or federal levels.
<a href="#">SS.912.C.2.3:</a>	<p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock</p>

	election.
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.5:</a>	Conduct a service project to further the public good. <b>Remarks/Examples:</b> Examples are school, community, state, national, international.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.7:</a>	Explain why rights have limits and are not absolute. <b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.
<a href="#">SS.912.C.2.8:</a>	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#">SS.912.C.2.9:</a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida. <b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#">SS.912.C.2.13:</a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

	<p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.2.14:</a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
	Analyze trends in voter turnout.
<a href="#">SS.912.C.2.16:</a>	<p><b>Remarks/Examples:</b> Examples are youth voter turnout, issue-based voting.</p>
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
<a href="#">SS.912.C.3.10:</a>	Evaluate the significance and outcomes of landmark Supreme Court

cases.

**Remarks/Examples:**

Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.

[SS.912.C.3.11:](#) Contrast how the Constitution safeguards and limits individual rights.

[SS.912.C.3.12:](#) Simulate the judicial decision-making process in interpreting law at the state and federal level.

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

[SS.912.C.3.13:](#)

**Remarks/Examples:**

Examples are education, transportation, crime prevention, funding of services.

[SS.912.C.3.14:](#) Examine constitutional powers (expressed, implied, concurrent, reserved).

[SS.912.C.3.15:](#) Examine how power and responsibility are distributed, shared, and limited by the Constitution.

[SS.912.C.4.1:](#) Explain how the world's nations are governed differently.

[SS.912.C.4.2:](#) Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

[SS.912.C.4.3:](#) Assess human rights policies of the United States and other countries.

[SS.912.E.1.3:](#) Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?

[SS.912.E.1.4:](#) Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

[SS.912.E.1.6:](#) Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).

[SS.912.E.1.13:](#) Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.

[SS.912.E.1.14:](#) Compare credit, savings, and investment services available to the consumer from financial institutions.

Identify and explain broad economic goals.

[SS.912.E.2.1:](#)

**Remarks/Examples:**

	<p>Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.E.2.3:</a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#">SS.912.E.2.4:</a>	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
	<p><b>Remarks/Examples:</b> Examples are shortage, surplus, other inefficiencies.</p>
<a href="#">SS.912.E.3.5:</a>	Compare the current United States economy with other developed and developing nations.
	<p><b>Remarks/Examples:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat

	the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major</li> </ol>

	<p>sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.</p>

They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound

decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Political Science (#2106340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106340

**Abbreviated Title:** POLI SCI

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Political Science** - The grade 9-12 Political Science course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their influence on American society. Content should include, but is not limited to, the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.

<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#">SS.912.A.2.4:</a>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<a href="#">SS.912.W.2.18:</a>	<p>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are Magna Carta, parliament, habeas corpus.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	Explain how historians use historical inquiry and other sciences to



	<p>understand the past.</p> <p><b>Remarks/Examples:</b>  Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.6:</a>	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Remarks/Examples:</b>  Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.5.4:</a>	<p>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</p>
<a href="#">SS.912.C.1.1:</a>	<p>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</p>
<a href="#">SS.912.C.1.2:</a>	<p>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</p>
<a href="#">SS.912.C.1.3:</a>	<p>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</p>
<a href="#">SS.912.C.1.4:</a>	<p>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</p>
<a href="#">SS.912.C.1.5:</a>	<p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p>
<a href="#">SS.912.C.2.1:</a>	<p>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</p>
<a href="#">SS.912.C.2.2:</a>	<p>Evaluate the importance of political participation and civic participation.</p>
<a href="#">SS.912.C.2.3:</a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Remarks/Examples:</b>  Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#">SS.912.C.2.4:</a>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>
<a href="#">SS.912.C.2.6:</a>	<p>Evaluate, take, and defend positions about rights protected by the</p>

	Constitution and Bill of Rights.
<a href="#">SS.912.C.2.7:</a>	<p>Explain why rights have limits and are not absolute.</p> <p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#">SS.912.C.2.9:</a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#">SS.912.C.2.13:</a>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.2.14:</a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.2.16:</a>	Analyze trends in voter turnout.

	<p><b>Remarks/Examples:</b> Examples are youth voter turnout, issue-based voting.</p>
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at

	the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p> </div>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.C.4.4:</a>	Compare indicators of democratization in multiple countries.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.E.2.3:</a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p> </div>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat

	the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major</li> </ol>

	<p>sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.</p>

They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound



decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Law Studies (#2106350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106350

**Abbreviated Title:** LAW STUDIES

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Law Studies** - The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

	<p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
<a href="#">SS.912.A.2.4:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<a href="#">SS.912.A.2.5:</a>	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
<a href="#">SS.912.W.2.18:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are Magna Carta, parliament, habeas corpus.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
<a href="#">SS.912.W.1.2:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<p><b>Remarks/Examples:</b></p>

	Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
	Experience the responsibilities of citizens at the local, state, or federal levels.
<a href="#">SS.912.C.2.3:</a>	<b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.7:</a>	Explain why rights have limits and are not absolute.

	<p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#">SS.912.C.2.9:</a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.2.11:</a>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<a href="#">SS.912.C.2.12:</a>	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p>
<a href="#">SS.912.C.2.13:</a>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.2.15:</a>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<a href="#">SS.912.C.3.1:</a>	<p>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p>
<a href="#">SS.912.C.3.2:</a>	<p>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</p>

<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).

<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</div>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>



<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and</li> </ol>

	<p>limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#">LAFS.910.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#">LAFS.910.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.910.WHST.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#">LAFS.910.WHST.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update</p>

	individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in</p>

constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes

[MAFS.K12.MP.6.1:](#)

	<p>to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.912.C.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="561 499 1442 663" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **International Law (#2106355)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106355

**Abbreviated Title:** INTL LAW

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**International Law** – The grade 9-12 International Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the analysis and comparison of the different legal and political concepts, systems, and operations across countries and ideologies; how these structures affect international relations, and how legal disputes between countries are settled. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives, an evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: rule of law, the rights of the people, the separation and sharing of powers, an independent judiciary with the power of judicial or constitutional review, the role and function of government and the citizen in each system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
<b>Remarks/Examples:</b>	

	<p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.6.7:</a>	Describe the attempts to promote international justice through the Nuremberg Trials.
<a href="#">SS.912.A.7.11:</a>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Remarks/Examples:</b> Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<a href="#">SS.912.W.2.18:</a>	<p>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</p> <p><b>Remarks/Examples:</b> Examples are Magna Carta, parliament, habeas corpus.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic</p>



	chemistry, political science, physics.
<a href="#">SS.912.W.1.6:</a>	Evaluate the role of history in shaping identity and character. <b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.W.6.3:</a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#">SS.912.W.7.5:</a>	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
<a href="#">SS.912.W.7.6:</a>	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
<a href="#">SS.912.W.9.3:</a>	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.
<a href="#">SS.912.W.9.7:</a>	Describe the impact of and global response to international terrorism.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or federal levels. <b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering,

	communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Explain why rights have limits and are not absolute.
<a href="#">SS.912.C.2.7:</a>	<p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.</p>
	Analyze the impact of citizen participation as a means of achieving political and social change.
<a href="#">SS.912.C.2.8:</a>	<p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
<a href="#">SS.912.C.2.9:</a>	<p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
<a href="#">SS.912.C.2.13:</a>	<p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and

	denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>

<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning</li> </ol>

presented.

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Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

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Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

[LAFS.910.RH.3.7:](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

[LAFS.910.RH.3.8:](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

[LAFS.910.RH.3.9:](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

[LAFS.910.RH.4.10:](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing

	what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	<b>Construct viable arguments and critique the reasoning of others.</b>

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they



choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.C.2.4:](#)

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Comparative Political Systems (#2106360)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106360

**Abbreviated Title:** COMPA POLI SYSTEMS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Comparative Political Systems** – The grade 9-12 Comparative Political Systems course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives and the role and function of the government and the citizen in each political system.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current

	<p>events and Internet resources.</p> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.6.7:</a>	Describe the attempts to promote international justice through the Nuremberg Trials.
	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
<a href="#">SS.912.A.7.11:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<a href="#">SS.912.W.2.18:</a>	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
	<p><b>Remarks/Examples:</b></p> <p>Examples are Magna Carta, parliament, habeas corpus.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
<a href="#">SS.912.W.1.2:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	Explain how historians use historical inquiry and other sciences to understand the past.

	<p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.W.6.3:</a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#">SS.912.W.7.5:</a>	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
<a href="#">SS.912.W.7.6:</a>	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
	Experience the responsibilities of citizens at the local, state, or federal levels.
<a href="#">SS.912.C.2.3:</a>	<p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the

	Constitution and Bill of Rights.
<a href="#">SS.912.C.2.7:</a>	<p>Explain why rights have limits and are not absolute.</p> <p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#">SS.912.C.2.9:</a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#">SS.912.C.2.12:</a>	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p>
<a href="#">SS.912.C.2.13:</a>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.2.15:</a>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p>
<a href="#">SS.912.C.3.1:</a>	<p>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p>
<a href="#">SS.912.C.3.2:</a>	<p>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</p>
<a href="#">SS.912.C.3.3:</a>	<p>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</p>
<a href="#">SS.912.C.3.4:</a>	<p>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</p>
<a href="#">SS.912.C.3.5:</a>	<p>Identify the impact of independent regulatory agencies in the federal bureaucracy.</p>

	<p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
<a href="#">SS.912.C.3.8:</a>	Compare the role of judges on the state and federal level with other elected officials.
	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#">SS.912.C.3.13:</a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
	<p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural

	trends of the past.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text,



	including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and</li> </ol>

- multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Comprehensive Law Studies (#2106370)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106370

**Abbreviated Title:** COMPRE LAW STUDIES

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Comprehensive Law Studies**– The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods

	and events from the past.
	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
<a href="#">SS.912.A.1.5:</a>	<p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
<a href="#">SS.912.A.2.4:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<a href="#">SS.912.A.2.5:</a>	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
<a href="#">SS.912.W.2.18:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are Magna Carta, parliament, habeas corpus.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>

	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p> </div>
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
	Experience the responsibilities of citizens at the local, state, or federal levels.
<a href="#">SS.912.C.2.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p> </div>
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Explain why rights have limits and are not absolute.
<a href="#">SS.912.C.2.7:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun</p> </div>



	possession.
<a href="#">SS.912.C.2.8:</a>	Analyze the impact of citizen participation as a means of achieving political and social change.  <b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#">SS.912.C.2.9:</a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.  <b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida.  <b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#">SS.912.C.2.13:</a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.  <b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.

<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</div>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the

	credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the</li> </ol>

	<p>audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#">LAFS.910.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#">LAFS.910.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.910.WHST.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#">LAFS.910.WHST.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display</p>

	information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.1.1:</a>	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	<b>Construct viable arguments and critique the reasoning of others.</b>
<a href="#">MAFS.K12.MP.3.1:</a>	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures.

They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a

	degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#"><u>ELD.K12.ELL.AA.1:</u></a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **Comprehensive Law Honors (#2106375)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106375

**Abbreviated Title:** COMPRE LAW HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Comprehensive Law** - The grade 9-12 Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
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**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p><b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and</p>

	AED availability.
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#">SS.912.A.2.4:</a>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<a href="#">SS.912.A.2.5:</a>	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
<a href="#">SS.912.W.2.18:</a>	<p>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</p> <p><b>Remarks/Examples:</b></p> <p>Examples are Magna Carta, parliament, habeas corpus.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical

	events.
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.6:</a>	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.

	Experience the responsibilities of citizens at the local, state, or federal levels.
<a href="#">SS.912.C.2.3:</a>	<p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Explain why rights have limits and are not absolute.
<a href="#">SS.912.C.2.7:</a>	<p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.</p>
	Analyze the impact of citizen participation as a means of achieving political and social change.
<a href="#">SS.912.C.2.8:</a>	<p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
<a href="#">SS.912.C.2.9:</a>	<p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
	Monitor current public issues in Florida.
<a href="#">SS.912.C.2.10:</a>	<p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#">SS.912.C.2.13:</a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

	<p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#">SS.912.C.3.5:</a>	Identify the impact of independent regulatory agencies in the federal bureaucracy.
	<p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v.</p>

	Ohio, McCulloch v. Maryland, District of Columbia v. Heller.
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of</p>

ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support



	the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the</li> </ol>

	<p>expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing</p>

window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other

mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Legal Systems and Concepts (#2106380)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106380

**Abbreviated Title:** LEGAL SYSS & CONCS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Legal Systems and Concepts** – The grade 9-12 Legal Systems and Concepts course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  <b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods

	and events from the past.
	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
<a href="#">SS.912.A.1.5:</a>	<p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
<a href="#">SS.912.A.2.4:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<a href="#">SS.912.A.2.5:</a>	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
<a href="#">SS.912.W.2.18:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are Magna Carta, parliament, habeas corpus.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<p><b>Remarks/Examples:</b></p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>

	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p> </div>
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
	Experience the responsibilities of citizens at the local, state, or federal levels.
<a href="#">SS.912.C.2.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p> </div>
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Explain why rights have limits and are not absolute.
<a href="#">SS.912.C.2.7:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun</p> </div>



	possession.
<a href="#">SS.912.C.2.8:</a>	Analyze the impact of citizen participation as a means of achieving political and social change.  <b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#">SS.912.C.2.9:</a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.  <b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida.  <b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#">SS.912.C.2.13:</a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.  <b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<p><b>Remarks/Examples:</b>  Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<p><b>Remarks/Examples:</b>  Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<p><b>Remarks/Examples:</b>  Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<p><b>Remarks/Examples:</b>  Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.

<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p> </div>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the

	credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the</li> </ol>

	<p>audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#">LAFS.910.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#">LAFS.910.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.910.WHST.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#">LAFS.910.WHST.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display</p>

	information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.1.1:</a>	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	<b>Construct viable arguments and critique the reasoning of others.</b>
<a href="#">MAFS.K12.MP.3.1:</a>	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures.

They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a

[MAFS.K12.MP.6.1:](#)

	degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
<a href="#"><u>ELD.K12.ELL.1.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#"><u>ELD.K12.ELL.AA.1:</u></a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **Court Procedures (#2106390)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106390

**Abbreviated Title:** COURT PROCED

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Court Procedures** – The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <div data-bbox="561 1633 1456 1862" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible</p> </div>

	at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
	Experience the responsibilities of citizens at the local, state, or federal levels.
<a href="#">SS.912.C.2.3:</a>	<p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Explain why rights have limits and are not absolute.
<a href="#">SS.912.C.2.7:</a>	<p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#">SS.912.C.2.9:</a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

	<p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
	Monitor current public issues in Florida.
<a href="#">SS.912.C.2.10:</a>	<p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>

<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
<a href="#">SS.912.G.1.4:</a>	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions</li> </ol>

	<p>that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and

proficiently.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,

articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#) Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#) Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem.



Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve

problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.C.2.4:](#)

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Court Procedures Intern (#2106400)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106400

**Abbreviated Title:** COURT PROCED INTERN

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**General Notes:** The purpose of this course is to further refine and apply technical skills and competencies for leadership within law-related professional areas.

The content should include, but not be limited to, the following:

- more intensive study of law-related career options
- written and oral communication skills
- higher level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive
- knowledge of professional organizations and their impact
- career planning

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.3:</a>	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p><b>Remarks/Examples:</b> Some examples may include healthier foods in vending machines, required health education, health screenings, and AED availability and training.</p>
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Remarks/Examples:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process</p>

	<p>model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.C.2.9:</a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.2.11:</a>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<a href="#">SS.912.C.2.13:</a>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.3.13:</a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched</p>

material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[LAFS.910.RH.1.3:](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[LAFS.910.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[LAFS.910.RH.2.5:](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

[LAFS.910.RH.2.6:](#)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> </ol>

	<ul style="list-style-type: none"> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution.</p>



They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example,

[MAFS.K12.MP.5.1:](#)

	<p>mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<a href="#">MAFS.K12.MP.6.1:</a>	
	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p>
<a href="#">HE.912.C.1.2:</a>	<p><b>Remarks/Examples:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<a href="#">PE.912.L.3.3:</a>	<p>Identify a variety of activities that promote effective stress management.</p>
<a href="#">PE.912.M.1.5:</a>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<a href="#">ELD.K12.ELL.AA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **International Relations (#2106440)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106440

**Abbreviated Title:** INTL RLS

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**International Relations** – The grade 9-12 International Relations course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
<a href="#">SS.912.A.1.5:</a>	<b>Remarks/Examples:</b>  Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process

	<p>model accessible  at: <a href="http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
	Review different economic and philosophic ideologies.
<a href="#">SS.912.A.3.10:</a>	<p><b>Remarks/Examples:</b>  Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
<a href="#">SS.912.A.7.11:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but aren ot limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<a href="#">SS.912.A.7.12:</a>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<a href="#">SS.912.A.7.14:</a>	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Remarks/Examples:</b>  Examples may include, but arenot limited to, NAFTA, World Trade Organization.</p>
<a href="#">SS.912.A.7.15:</a>	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Oklahoma City</p>

	bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.
<a href="#">SS.912.A.7.16:</a>	Examine changes in immigration policy and attitudes toward immigration since 1950.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
<a href="#">SS.912.W.1.2:</a>	<b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
<a href="#">SS.912.W.1.3:</a>	Interpret and evaluate primary and secondary sources. <b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.
<a href="#">SS.912.W.1.4:</a>	Explain how historians use historical inquiry and other sciences to understand the past. <b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	Evaluate the role of history in shaping identity and character. <b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.
<a href="#">SS.912.W.8.1:</a>	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
<a href="#">SS.912.W.8.2:</a>	Describe characteristics of the early Cold War. <b>Remarks/Examples:</b> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.
<a href="#">SS.912.W.8.3:</a>	Summarize key developments in post-war China. <b>Remarks/Examples:</b> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.

<a href="#">SS.912.W.8.4:</a>	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
<a href="#">SS.912.W.8.5:</a>	<p>Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.</p> <div data-bbox="560 346 1437 556" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.</p> </div>
<a href="#">SS.912.W.8.6:</a>	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
<a href="#">SS.912.W.8.7:</a>	Compare post-war independence movements in African, Asian, and Caribbean countries.
<a href="#">SS.912.W.8.8:</a>	<p>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</p> <div data-bbox="560 829 1437 997" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p> </div>
<a href="#">SS.912.W.8.9:</a>	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
<a href="#">SS.912.W.8.10:</a>	<p>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</p> <div data-bbox="560 1186 1437 1354" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p> </div>
<a href="#">SS.912.W.9.1:</a>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <div data-bbox="560 1438 1437 1680" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p> </div>
<a href="#">SS.912.W.9.2:</a>	<p>Describe the causes and effects of post-World War II economic and demographic changes.</p> <div data-bbox="560 1753 1437 1881" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are medical and technological advances, free market</p> </div>

	economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
<a href="#">SS.912.W.9.3:</a>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
<a href="#">SS.912.W.9.4:</a>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
<a href="#">SS.912.W.9.5:</a>	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
<a href="#">SS.912.W.9.6:</a>	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
<a href="#">SS.912.W.9.7:</a>	Describe the impact of and global response to international terrorism.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.E.3.1:</a>	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Remarks/Examples:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
<a href="#">SS.912.E.3.4:</a>	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Remarks/Examples:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<a href="#">SS.912.E.3.5:</a>	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Remarks/Examples:</b></p>



	Examples are standard of living, exchange rates, productivity, gross domestic product.
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
<a href="#">SS.912.G.2.1:</a>	<p><b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
<a href="#">SS.912.G.2.3:</a>	<p><b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.4:</a>	Use geographic terms and tools to analyze case studies of issues in globalization.

	<p><b>Remarks/Examples:</b> Examples are cultural imperialism, outsourcing.</p>
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#">SS.912.H.1.1:</a>	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</p> <p><b>Remarks/Examples:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
<a href="#">SS.912.H.1.2:</a>	<p>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p><b>Remarks/Examples:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p>
<a href="#">SS.912.H.1.3:</a>	<p>Relate works in the arts to various cultures.</p> <p><b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<a href="#">SS.912.H.1.4:</a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<a href="#">SS.912.H.1.5:</a>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p><b>Remarks/Examples:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[LAFS.910.SL.1.1:](#)

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[LAFS.910.RH.1.3:](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[LAFS.910.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or</li> </ol>

	<p>other information and examples appropriate to the audience's knowledge of the topic.</p> <ul style="list-style-type: none"> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.</p>

They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a

spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.C.2.4:](#)

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **International Relations 2 Honors (#2106445)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106445

**Abbreviated Title:** INTL RLS 2 HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**International Relations 2** – The grade 9-12 International Relations 2 course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the analysis of major approaches to the study of international relations with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty and the application of these concepts to major issues of international security, economics, and diplomacy. Content should include, but is not limited to, an analysis and evaluation of contemporary international trade agreements, the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs, a comparison of current political ideologies, foreign policy, and power politics in the post nuclear age, factors that influence relations among nations, such as resources, preservation of the environment, human rights abuses, state sponsored terrorism, ethnic, religious and cultural differences, and access to technology, an analysis of contemporary issues and challenges from a global perspective, an analysis and evaluation of the policy goals and challenges confronting the world's democratic governments, and an investigation of career opportunities available in international relations.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).



**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

#### **Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <div data-bbox="560 793 1458 1129" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p> </div>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#">SS.912.A.3.10:</a>	<p>Review different economic and philosophic ideologies.</p> <div data-bbox="560 1339 1458 1537" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> </div>
<a href="#">SS.912.A.6.9:</a>	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <div data-bbox="560 1621 1458 1789" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, the Declaration of Human Rights.</p> </div>
<a href="#">SS.912.A.7.11:</a>	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

	<p><b>Remarks/Examples:</b> Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<p><a href="#">SS.912.A.7.12:</a></p>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<p><a href="#">SS.912.A.7.14:</a></p>	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Remarks/Examples:</b> Examples may include, but aren't limited to, NAFTA, World Trade Organization.</p>
<p><a href="#">SS.912.A.7.15:</a></p>	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p>
<p><a href="#">SS.912.A.7.16:</a></p>	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p>
<p><a href="#">SS.912.W.1.1:</a></p>	<p>Use timelines to establish cause and effect relationships of historical events.</p>
<p><a href="#">SS.912.W.1.2:</a></p>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<p><a href="#">SS.912.W.1.3:</a></p>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<p><a href="#">SS.912.W.1.4:</a></p>	<p>Explain how historians use historical inquiry and other sciences to</p>

	<p>understand the past.</p> <p><b>Remarks/Examples:</b>  Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	<p>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p>
	<p>Evaluate the role of history in shaping identity and character.</p>
<a href="#">SS.912.W.1.6:</a>	<p><b>Remarks/Examples:</b>  Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.8.1:</a>	<p>Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.</p>
	<p>Describe characteristics of the early Cold War.</p>
<a href="#">SS.912.W.8.2:</a>	<p><b>Remarks/Examples:</b>  Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.</p>
	<p>Summarize key developments in post-war China.</p>
<a href="#">SS.912.W.8.3:</a>	<p><b>Remarks/Examples:</b>  Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.</p>
<a href="#">SS.912.W.8.4:</a>	<p>Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.</p>
	<p>Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.</p>
<a href="#">SS.912.W.8.5:</a>	<p><b>Remarks/Examples:</b>  Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.</p>
<a href="#">SS.912.W.8.6:</a>	<p>Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</p>
<a href="#">SS.912.W.8.7:</a>	<p>Compare post-war independence movements in African, Asian, and Caribbean countries.</p>
<a href="#">SS.912.W.8.8:</a>	<p>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</p>

	<p><b>Remarks/Examples:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
<p><a href="#">SS.912.W.8.9:</a></p>	<p>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</p>
<p><a href="#">SS.912.W.8.10:</a></p>	<p>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</p> <p><b>Remarks/Examples:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
<p><a href="#">SS.912.W.9.1:</a></p>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p><b>Remarks/Examples:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
<p><a href="#">SS.912.W.9.2:</a></p>	<p>Describe the causes and effects of post-World War II economic and demographic changes.</p> <p><b>Remarks/Examples:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</p>
<p><a href="#">SS.912.W.9.3:</a></p>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
<p><a href="#">SS.912.W.9.4:</a></p>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>

<a href="#">SS.912.W.9.5:</a>	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
<a href="#">SS.912.W.9.6:</a>	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
<a href="#">SS.912.W.9.7:</a>	Describe the impact of and global response to international terrorism.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
	Demonstrate the impact of inflation on world economies.
<a href="#">SS.912.E.3.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p> </div>
	Assess the economic impact of negative and positive externalities on the international environment.
<a href="#">SS.912.E.3.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p> </div>
	Compare the current United States economy with other developed and developing nations.
<a href="#">SS.912.E.3.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.</p> </div>
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p> </div>
<a href="#">SS.912.G.2.1:</a>	Identify the physical characteristics and the human characteristics that

	define and differentiate regions.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples of physical characteristics are climate, terrain, resources.  Examples of human characteristics are religion, government, economy, demography.</p> </div>
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
<a href="#">SS.912.G.2.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are desertification, global warming, cataclysmic natural disasters.</p> </div>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
	Use geographic terms and tools to analyze case studies of issues in globalization.
<a href="#">SS.912.G.4.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are cultural imperialism, outsourcing.</p> </div>
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
<a href="#">SS.912.H.1.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p> </div>
<a href="#">SS.912.H.1.2:</a>	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

	<p><b>Remarks/Examples:</b> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p>
<p><a href="#">SS.912.H.1.3:</a></p>	<p>Relate works in the arts to various cultures.</p> <p><b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<p><a href="#">SS.912.H.1.4:</a></p>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<p><a href="#">SS.912.H.1.5:</a></p>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p><b>Remarks/Examples:</b> Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>
<p><a href="#">SS.912.H.1.6:</a></p>	<p>Analyze how current events are explained by artistic and cultural trends of the past.</p>
<p><a href="#">SS.912.H.3.1:</a></p>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>
<p><a href="#">LAFS.910.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize</li> </ol>



	points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> . a. Introduce precise claim(s), distinguish the claim(s) from

alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.1.2:](#)

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to

	<p>others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.912.C.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="561 646 1442 806" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>          Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **The American Political System: Process and Power (#2106450)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106450

**Abbreviated Title:** AMER POLIT SYSS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** American Government

### **GENERAL NOTES**

**The American Political System: Process and Power** – The grade 9-12 The American Political System: Process and Power course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, evolution of democratic political systems, the constitutional framework, federalism, separation of power, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, the evolving role of political parties and interest groups in determining government policy, and the political decision-making process.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:** Students earning credit in this course may not earn credit in American Government (2106310), American Government Honors (2106320), or The American Political System: Process and Power Honors (2106460).

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

#### **Aligned Clusters:**

MAFS.912.S-ID.1 Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2 Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <div data-bbox="576 716 1472 1060" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p> </div>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <div data-bbox="576 1262 1472 1396" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples are artifacts, images, auditory and written sources.</p> </div>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <div data-bbox="576 1472 1472 1648" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p> </div>
<a href="#">SS.912.W.1.6:</a>	<p>Evaluate the role of history in shaping identity and character.</p> <div data-bbox="576 1682 1472 1816" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples are ethnic, cultural, personal, national, religious.</p> </div>
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.



<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or federal levels.  <b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.7:</a>	Explain why rights have limits and are not absolute.  <b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.
<a href="#">SS.912.C.2.8:</a>	Analyze the impact of citizen participation as a means of achieving political and social change.  <b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#">SS.912.C.2.9:</a>	Identify the expansion of civil rights and liberties by examining the

	principles contained in primary documents.
	<p><b>Remarks/Examples:</b>  Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b>  Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	<p>Explain the changing roles of television, radio, press, and Internet in political communication.</p> <p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p>
<a href="#">SS.912.C.2.13:</a>	<p><b>Remarks/Examples:</b>  Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.2.14:</a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.2.16:</a>	<p>Analyze trends in voter turnout.</p> <p><b>Remarks/Examples:</b>  Examples are youth voter turnout, issue-based voting.</p>
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
<a href="#">SS.912.C.3.5:</a>	Identify the impact of independent regulatory agencies in the federal

	bureaucracy.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p> </div>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p> </div>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p> </div>
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p> </div>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.C.4.4:</a>	Compare indicators of democratization in multiple countries.
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.5.5:</a>	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to

	an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> </ol>

	<ul style="list-style-type: none"> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#">LAFS.1112.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#">LAFS.1112.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.1112.WHST.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#">LAFS.1112.WHST.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#">LAFS.1112.WHST.3.7:</a></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><a href="#">LAFS.1112.WHST.3.8:</a></p>	<p>Gather relevant information from multiple authoritative print and</p>

	<p>digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p><a href="#">LAFS.1112.WHST.3.9:</a></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><a href="#">LAFS.1112.WHST.4.10:</a></p>	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><a href="#">MAFS.K12.MP.1.1:</a></p>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><a href="#">MAFS.K12.MP.3.1:</a></p>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare</p>

the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

[HE.912.C.2.4:](#)

Evaluate how public health policies and government regulations can



influence health promotion and disease prevention.

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **The American Political System: Process and Power Honors (#2106460)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106460

**Abbreviated Title:** AMER POLIT SYSS HON

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** American Government

### **GENERAL NOTES**

**The American Political System: Process and Power Honors** – The grade 9-12 The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving role of political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:** Students earning credit in this course may not earn credit in American Government (2106310), American Government Honors (2106320), or The American Political System: Process and Power (2106450). Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at:

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access

an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.912.S-ID.1 Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2 Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <div data-bbox="578 1304 1474 1646" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p> </div>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.3:</a>	Interpret and evaluate primary and secondary sources.

	<p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.6:</a>	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.3:</a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public

	good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Explain why rights have limits and are not absolute.
<a href="#">SS.912.C.2.7:</a>	<p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#">SS.912.C.2.8:</a>	Analyze the impact of citizen participation as a means of achieving political and social change.
	<p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#">SS.912.C.2.9:</a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
	<p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida.
	<p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#">SS.912.C.2.13:</a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
	<p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.2.14:</a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

<p><a href="#">SS.912.C.2.16:</a></p>	<p>Analyze trends in voter turnout.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are youth voter turnout, issue-based voting.</p> </div>
<p><a href="#">SS.912.C.3.1:</a></p>	<p>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p>
<p><a href="#">SS.912.C.3.2:</a></p>	<p>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</p>
<p><a href="#">SS.912.C.3.3:</a></p>	<p>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</p>
<p><a href="#">SS.912.C.3.4:</a></p>	<p>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</p>
<p><a href="#">SS.912.C.3.5:</a></p>	<p>Identify the impact of independent regulatory agencies in the federal bureaucracy.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p> </div>
<p><a href="#">SS.912.C.3.6:</a></p>	<p>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</p>
<p><a href="#">SS.912.C.3.7:</a></p>	<p>Describe the role of judicial review in American constitutional government.</p>
<p><a href="#">SS.912.C.3.8:</a></p>	<p>Compare the role of judges on the state and federal level with other elected officials.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p> </div>
<p><a href="#">SS.912.C.3.9:</a></p>	<p>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.</p>
<p><a href="#">SS.912.C.3.10:</a></p>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p> </div>
<p><a href="#">SS.912.C.3.11:</a></p>	<p>Contrast how the Constitution safeguards and limits individual rights.</p>

<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p> </div>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.C.4.4:</a>	Compare indicators of democratization in multiple countries.
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.5.5:</a>	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the</li> </ol>



	investigation or complete the task.
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

[LAFS.1112.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g.,

articulating implications or the significance of the topic).

[LAFS.1112.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.1112.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.1112.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[LAFS.1112.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.1112.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[LAFS.1112.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.1112.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem.

Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve

problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

[HE.912.C.2.4:](#)

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Constitutional Law Honors (#2106468)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106468

**Abbreviated Title:** CONST LAW HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

### **GENERAL NOTES**

**Constitutional Law** – The grade 9-12 Constitutional Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions.

This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post secondary careers in law, law enforcement, governmental service, or a law related field.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

Aligned Clusters:

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <div data-bbox="561 936 1455 1272" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p> </div>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#">SS.912.A.2.4:</a>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <div data-bbox="561 1524 1438 1682" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p> </div>
<a href="#">SS.912.A.2.5:</a>	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
<a href="#">SS.912.W.2.18:</a>	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.



	<p><b>Remarks/Examples:</b> Examples are Magna Carta, parliament, habeas corpus.</p>
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
<a href="#">SS.912.W.1.2:</a>	<p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
<a href="#">SS.912.W.1.4:</a>	<p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and

	assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Explain why rights have limits and are not absolute.
<a href="#">SS.912.C.2.7:</a>	<p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.</p>
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
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<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
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<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p> </div>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p> </div>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p> </div>
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a

	problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.H.1.6:</a>	Analyze how current events are explained by artistic and cultural trends of the past.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or

	distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and</li> </ol>

	<p>between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
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Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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[LAFS.910.WHST.2.5:](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

<a href="#"><u>LAFS.910.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
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[LAFS.910.WHST.3.7:](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple

sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.3.1:](#)

### **Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making

plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.



Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

[HE.912.C.2.4:](#)

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Psychology 1 (#2107300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2107300

**Abbreviated Title:** PSYCH 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Psychology 1** – Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that

allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Cluster:

MAFS.912.S-IC.2 Make inferences and justify conclusions from sample surveys, experiments and observational studies.

Name	Description
<p><a href="#">LAFS.910.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>

<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying</li> </ol>

data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.1.1d:](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[LAFS.910.WHST.1.1e:](#) Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation

	presented (e.g., articulating implications or the significance of the topic).
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing</p>

window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision

	<p>appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.912.C.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="561 426 1369 590" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<p><a href="#">SS.912.P.1.1:</a></p>	<p>Define psychology as a discipline and identify its goals as a science.</p> <div data-bbox="561 674 1369 942" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples of goals may include, but are not limited to, describing behavior, explaining why behaviors and mental processes occur, predicting future events, controlling/changing behaviors and mental processes, and observation of behavioral and mental problems.</p> </div>
<p><a href="#">SS.912.P.1.2:</a></p>	<p>Describe the emergence of psychology as a scientific discipline.</p> <div data-bbox="561 993 1369 1262" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Topics may include, but are not limited to, Wilhem Wundt, structuralism, functionalism, William James, Sigmund Freud, Gestalt psychology, Ivan Pavlov, John Watson, behaviorism, B.F. Skinner, humanistic psychology, Abraham Maslow, Carl Rogers Jean Piaget.</p> </div>
<p><a href="#">SS.912.P.1.3:</a></p>	<p>Describe perspectives employed to understand behavior and mental processes.</p> <div data-bbox="561 1350 1369 1581" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, cognitive perspective, biological perspective, social-cultural perspective, behavioral perspective, humanistic perspective, psychodynamic perspective.</p> </div>
<p><a href="#">SS.912.P.1.4:</a></p>	<p>Discuss the value of both basic and applied psychological research with human and non-human animals.</p> <div data-bbox="561 1665 1369 1894" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Topics may include, but are not limited to, scientific method, bias, observations, case studies, correlational studies, surveys, random samples, longitudinal studies, cross-sectional studies, independent variable, dependent</p> </div>



	variable, confounding variable, experimental group, control group, double-blind procedure, placebo, replication, ethics.
<a href="#">SS.912.P.1.5:</a>	Describe the major subfields of psychology.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, biopsychology, clinical psychology, developmental psychology, forensic psychology, industrial-organizational psychology, personality psychology, social psychology, school psychology.
<a href="#">SS.912.P.6.1:</a>	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, the concept of “nature v. nurture.”
<a href="#">SS.912.P.6.2:</a>	Explain issues of continuity/discontinuity and stability/change. Distinguish methods used to study development.
<a href="#">SS.912.P.6.3:</a>	<b>Remarks/Examples:</b> Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
<a href="#">SS.912.P.6.4:</a>	Describe the role of sensitive and critical periods in development.
<a href="#">SS.912.P.6.5:</a>	Discuss issues related to the end of life.  <b>Remarks/Examples:</b> Topics may include, but are not limited to, role of culture, Hospice care.
<a href="#">SS.912.P.6.6:</a>	Discuss theories of cognitive development.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, the theories of Jean Piaget, Erik Erikson, and Benjamin Spock.
<a href="#">SS.912.P.6.7:</a>	Discuss theories of moral development.
<a href="#">SS.912.P.6.8:</a>	Discuss theories of social development.

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the theories of Harry Harlow, Konrad Lorenz, Erik Erikson, and Sigmund Freud.</p>
	Describe physical development from conception through birth and identify influences on prenatal development.
<a href="#">SS.912.P.6.9:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, zygote, genes, embryo, fetus, and teratogens.</p>
	Describe newborns' reflexes, temperament, and abilities.
<a href="#">SS.912.P.6.10:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, rooting reflex, grasping reflex, fetal alcohol syndrome.</p>
<a href="#">SS.912.P.6.11:</a>	Describe physical and motor development in infancy.
<a href="#">SS.912.P.6.12:</a>	Describe how infant perceptual abilities and intelligence develop.
<a href="#">SS.912.P.6.13:</a>	Describe the development of attachment and the role of the caregiver.
<a href="#">SS.912.P.6.14:</a>	Describe the development of communication and language in infancy.
<a href="#">SS.912.P.6.15:</a>	Describe physical and motor development in childhood.
<a href="#">SS.912.P.6.16:</a>	Describe how memory and thinking ability develops in childhood.
	Describe the principles of classical conditioning.
<a href="#">SS.912.P.7.1:</a>	<p><b>Remarks/Examples:</b> Topics may include, but are not limited to, unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response, acquisition, extinction, and spontaneous recovery.</p>
<a href="#">SS.912.P.7.2:</a>	Describe clinical and experimental examples of classical conditioning.
<a href="#">SS.912.P.7.3:</a>	Apply classical conditioning to everyday life.
<a href="#">SS.912.P.7.4:</a>	Describe the Law of Effect.
	Describe the principles of operant conditioning.
<a href="#">SS.912.P.7.5:</a>	<p><b>Remarks/Examples:</b> Topics may include, but are not limited to, Edward</p>

	Thorndike, B.F. Skinner, reinforcement, punishment, positive reinforcement, and negative reinforcement, primary reinforcement, secondary reinforcement, and partial reinforcement.
<a href="#">SS.912.P.7.6:</a>	Describe clinical and experimental examples of operant conditioning.
<a href="#">SS.912.P.7.7:</a>	Apply operant conditioning to everyday life.
	Describe the principles of observational and cognitive learning.
<a href="#">SS.912.P.7.8:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Albert Bandura, modeling, attention, retention, replication, motivation, antisocial behavior, prosocial behavior.</p>
<a href="#">SS.912.P.7.9:</a>	Apply observational and cognitive learning to everyday life.
	Describe the structure and function of language.
<a href="#">SS.912.P.8.1:</a>	<p><b>Remarks/Examples:</b> Topics may include, but are not limited to, phoneme, morpheme, and grammar.</p>
<a href="#">SS.912.P.8.2:</a>	Discuss the relationship between language and thought.
	Explain the process of language acquisition.
<a href="#">SS.912.P.8.3:</a>	<p><b>Remarks/Examples:</b> Topics may include, but are not limited to, Noam Chomsky, B. F. Skinner, babbling, one-word stage, two-word stage, association, imitation, and rewards.</p>
<a href="#">SS.912.P.8.4:</a>	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
	Evaluate the theories of language acquisition.
<a href="#">SS.912.P.8.5:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, environmental influences, neural networks, biological influences, nature and nurture, influence of culture, semantic slanting, name calling, and bilingualism.</p>
	Identify the brain structures associated with language.
<a href="#">SS.912.P.8.6:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Broca's area and Wernicke's area.</p>

<a href="#">SS.912.P.8.7:</a>	Discuss how damage to the brain may affect language. Identify factors that influence encoding.
<a href="#">SS.912.P.11.1:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, list position, distributed v. mass rehearsal, semantic encoding, visual encoding, mnemonic devices, chunking and hierarchy.</p>
<a href="#">SS.912.P.11.2:</a>	Characterize the difference between shallow (surface) and deep (elaborate) processing.
<a href="#">SS.912.P.11.3:</a>	Discuss strategies for improving the encoding of memory.
<a href="#">SS.912.P.11.4:</a>	Describe the differences between working memory and long-term memory. Identify and explain biological processes related to how memory is stored.
<a href="#">SS.912.P.11.5:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, sensory memory, long term potentiation, explicit memories, and implicit memories.</p>
<a href="#">SS.912.P.11.6:</a>	Discuss types of memory and memory disorders (e.g., amnesias, dementias). <p><b>Remarks/Examples:</b> Examples may also include, but are not limited to, sensory, short-term, working, long-term, Alzheimer's disease, brain injury, Huntington's disease, Parkinson's disease, and stress.</p>
<a href="#">SS.912.P.11.7:</a>	Discuss strategies for improving the storage of memories.
<a href="#">SS.912.P.11.8:</a>	Analyze the importance of retrieval cues in memory. <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, recall, recollection, recognition, and relearning.</p>
<a href="#">SS.912.P.11.9:</a>	Explain the role that interference plays in retrieval. <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, proactive interference and retroactive interference.</p>
<a href="#">SS.912.P.11.10:</a>	Discuss the factors influencing how memories are retrieved. <p><b>Remarks/Examples:</b> Topics may include, but are not limited to, context theory</p>

	and state-dependent memory.
<a href="#">SS.912.P.11.11:</a>	Explain how memories can be malleable.
<a href="#">SS.912.P.11.12:</a>	Discuss strategies for improving the retrieval of memories.
	Define cognitive processes involved in understanding information.
<a href="#">SS.912.P.12.1:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.</p>
	Define processes involved in problem solving and decision making.
<a href="#">SS.912.P.12.2:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
<a href="#">SS.912.P.12.3:</a>	Discuss non-human problem-solving abilities.
	Describe obstacles to problem solving.
<a href="#">SS.912.P.12.4:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, fixation and functional fixedness.</p>
	Describe obstacles to decision making.
<a href="#">SS.912.P.12.5:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
	Describe obstacles to making good judgments.
<a href="#">SS.912.P.12.6:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, framing and belief perseverance.</p>
<a href="#">SS.912.P.16.1:</a>	Evaluate psychodynamic theories.
<a href="#">SS.912.P.16.2:</a>	Evaluate trait theories.
<a href="#">SS.912.P.16.3:</a>	Evaluate humanistic theories.
<a href="#">SS.912.P.16.4:</a>	Evaluate social-cognitive theories.
	Differentiate personality assessment techniques.
<a href="#">SS.912.P.16.5:</a>	<p><b>Remarks/Examples:</b> Topics may include, but are not limited to Freud, Adler,</p>

	Jung, Horney, thematic appreciation test, and Rorschach inkblot test.
<a href="#">SS.912.P.16.6:</a>	Discuss the reliability and validity of personality assessment techniques.
<a href="#">SS.912.P.16.7:</a>	Discuss biological and situational influences.
<a href="#">SS.912.P.16.8:</a>	Discuss stability and change.
<a href="#">SS.912.P.16.9:</a>	Discuss connection to health and work on personality.
<a href="#">SS.912.P.16.10:</a>	Discuss self-concept.
<a href="#">SS.912.P.16.11:</a>	Analyze how individualistic and collectivistic cultural perspectives relate to personality.
<a href="#">SS.912.P.17.1:</a>	Define psychologically abnormal behavior.
<a href="#">SS.912.P.17.2:</a>	Describe historical and cross-cultural views of abnormality.
	Describe major models of abnormality.
<a href="#">SS.912.P.17.3:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, medical model and bio-psycho-social model</p>
<a href="#">SS.912.P.17.4:</a>	Discuss how stigma relates to abnormal behavior.
<a href="#">SS.912.P.17.5:</a>	Discuss the impact of psychological disorders on the individual, family, and society.
	Describe the classification of psychological disorders.
<a href="#">SS.912.P.17.6:</a>	<p><b>Remarks/Examples:</b>  Topics may include, but are not limited to, the DSM-IV-TR.</p>
<a href="#">SS.912.P.17.7:</a>	Discuss the challenges associated with diagnosis.
	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
<a href="#">SS.912.P.17.8:</a>	<p><b>Remarks/Examples:</b>  Examples may also include, but are not limited to, dissociative disorders and schizophrenia.</p>
<a href="#">SS.912.P.17.9:</a>	Evaluate how different factors influence an individual's experience of psychological disorders.
<a href="#">SS.912.P.18.1:</a>	Explain how psychological treatments have changed over time and among cultures.
<a href="#">SS.912.P.18.2:</a>	Match methods of treatment to psychological perspectives.
<a href="#">SS.912.P.18.3:</a>	Explain why psychologists use a variety of treatment options.
<a href="#">SS.912.P.18.4:</a>	Identify biomedical treatments.

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, aversive conditioning, drug therapy, electroconvulsive therapy, and psychosurgery.</p>
	Identify psychological treatments.
<a href="#">SS.912.P.18.5:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, psychotherapy, psychoanalysis, client-centered therapy, active listening, behavior therapy, systematic desensitization, token economy, cognitive therapy, family therapy, therapeutic touch therapy, and light exposure therapy.</p>
<a href="#">SS.912.P.18.6:</a>	Describe appropriate treatments for different age groups.
<a href="#">SS.912.P.18.7:</a>	Evaluate the efficacy of treatments for particular disorders.
<a href="#">SS.912.P.18.8:</a>	Identify other factors that improve the efficacy of treatment.
<a href="#">SS.912.P.18.9:</a>	Identify treatment providers for psychological disorders and the training required for each.
<a href="#">SS.912.P.18.10:</a>	Identify ethical challenges involved in delivery of treatment.
<a href="#">SS.912.P.19.1:</a>	Define stress as a psychophysiological reaction.
	Identify and explain potential sources of stress.
<a href="#">SS.912.P.19.2:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, physical illness, major work or family events, debt, unemployment, lack of ability to accept uncertainty, negativity, perfectionism, low self-esteem, and loneliness.</p>
<a href="#">SS.912.P.19.3:</a>	Explain physiological and psychological consequences of stress for health.
	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
<a href="#">SS.912.P.19.4:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to healthy lifestyles, positive experiences, sense of well-being, and overcoming illness-related behaviors.</p>
<a href="#">SS.912.P.19.5:</a>	Identify ways to promote mental health and physical fitness.
<a href="#">SS.912.P.19.6:</a>	Describe the characteristics of and factors that promote resilience and optimism.
<a href="#">SS.912.P.19.7:</a>	Distinguish between effective and ineffective means of dealing

with stressors and other health issues.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **Psychology 2 (#2107310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2107310

**Abbreviated Title:** PSYCH 2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Psychology 2** – Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts

for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <div data-bbox="561 947 1367 1220" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
<a href="#">MAFS.912.S-ID.1.3:</a>	<p>Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★</p> <div data-bbox="561 1346 1367 1619" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
<a href="#">MAFS.912.S-ID.1.4:</a>	<p>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★</p>
<a href="#">MAFS.912.S-ID.2.6:</a>	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★</p>

	<p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.</i></p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals.</p> <p>c. Fit a linear function for a scatter plot that suggests a linear association.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.</p> </div>
<a href="#">MAFS.912.S-ID.3.7:</a>	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★
<a href="#">MAFS.912.S-ID.3.8:</a>	Compute (using technology) and interpret the correlation coefficient of a linear fit. ★
<a href="#">MAFS.912.S-ID.3.9:</a>	Distinguish between correlation and causation. ★
<a href="#">MAFS.912.S-IC.2.3:</a>	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★
<a href="#">MAFS.912.S-IC.2.4:</a>	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★
<a href="#">MAFS.912.S-IC.2.5:</a>	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★
<a href="#">MAFS.912.S-IC.2.6:</a>	Evaluate reports based on data. ★
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

	<ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they

	include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.1d:</a>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<a href="#">LAFS.910.WHST.1.1e:</a>	Provide a concluding statement or section that follows from or supports the argument presented.
<a href="#">LAFS.910.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details,</li> </ol>

- quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an

[MAFS.K12.MP.3.1:](#)

	<p>argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><a href="#">MAFS.K12.MP.6.1:</a></p>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.912.C.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<p><a href="#">SS.912.P.2.1:</a></p>	<p>Describe the scientific method and its role in psychology.</p>
<p><a href="#">SS.912.P.2.2:</a></p>	<p>Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</p>
<p><a href="#">SS.912.P.2.3:</a></p>	<p>Define systematic procedures used to improve the validity of research findings, such as external validity.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Examples may also include, but are not limited to internal validity.</p> </div>
<p><a href="#">SS.912.P.2.4:</a></p>	<p>Discuss how and why psychologists use non-human animals in research.</p>
<p><a href="#">SS.912.P.2.5:</a></p>	<p>Identify ethical standards psychologists must address regarding research with human participants.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Examples may include, but are not limited to, informed consent of participants, protection of participants from harm and discomfort, protection of participants' privacy, and provision of full explanation of completed research to</p> </div>



	participants.
<a href="#">SS.912.P.2.6:</a>	<p>Identify ethical guidelines psychologists must address regarding research with non-human animals.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, justification of the research, informed personnel, and provision for safety and well-being of non-human research animals.</p>
<a href="#">SS.912.P.2.7:</a>	Define descriptive statistics and explain how they are used by psychological scientists.
<a href="#">SS.912.P.2.8:</a>	Define forms of qualitative data and explain how they are used by psychological scientists.
<a href="#">SS.912.P.2.9:</a>	Define correlation coefficients and explain their appropriate interpretation.
<a href="#">SS.912.P.2.10:</a>	Interpret graphical representations of data as used in both quantitative and qualitative methods.
<a href="#">SS.912.P.2.11:</a>	<p>Explain other statistical concepts, such as statistical significance and effect size.</p> <p><b>Remarks/Examples:</b> Examples may also include, but are not limited to, inferential statistics, comparative statistics, statistical inference, and correlation coefficient.</p>
<a href="#">SS.912.P.2.12:</a>	Explain how validity and reliability of observations and measurements relate to data analysis.
<a href="#">SS.912.P.3.1:</a>	<p>Identify the major divisions and subdivisions of the human nervous system.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, central nervous system, peripheral nervous system, brain, spinal cord, somatic nervous system, autonomic nervous system, sympathetic division, and parasympathetic division.</p>
<a href="#">SS.912.P.3.2:</a>	<p>Identify the parts of the neuron and describe the basic process of neural transmission.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, dendrites, soma, axon, neural impulse, myelin sheath, and terminal branches of the axon.</p>
<a href="#">SS.912.P.3.3:</a>	Differentiate between the structures and functions of the various

	parts of the central nervous system.
<a href="#">SS.912.P.3.4:</a>	Describe lateralization of brain functions.
<a href="#">SS.912.P.3.5:</a>	Discuss the mechanisms and the importance of plasticity of the nervous system.
	Describe how the endocrine glands are linked to the nervous system.
<a href="#">SS.912.P.3.6:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, hormones, pituitary gland, thyroid gland, adrenal gland.</p>
<a href="#">SS.912.P.3.7:</a>	Describe the effects of hormones on behavior and mental processes.
<a href="#">SS.912.P.3.8:</a>	Describe hormone effects on the immune system.
	Describe concepts in genetic transmission.
<a href="#">SS.912.P.3.9:</a>	<p><b>Remarks/Examples:</b> Concepts may include, but are not limited to, mutation, natural selection, identical twins, fraternal twins, and heritability.</p>
<a href="#">SS.912.P.3.10:</a>	Describe the interactive effects of heredity and environment.
<a href="#">SS.912.P.4.1:</a>	Discuss processes of sensation and perception and how they interact
<a href="#">SS.912.P.4.2:</a>	Explain the concepts of threshold and adaptation.
	List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
<a href="#">SS.912.P.4.3:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, light, heat, wind and chemical substances.</p>
<a href="#">SS.912.P.4.4:</a>	Describe the visual sensory system.
<a href="#">SS.912.P.4.5:</a>	Describe the auditory sensory system.
<a href="#">SS.912.P.4.6:</a>	Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
	Explain Gestalt principles of perception.
<a href="#">SS.912.P.4.7:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, similarity, proximity, closure, and continuity.</p>
<a href="#">SS.912.P.4.8:</a>	Describe binocular and monocular depth cues.
<a href="#">SS.912.P.4.9:</a>	Describe the importance of perceptual constancies.

<a href="#">SS.912.P.4.10:</a>	Describe perceptual illusions.
<a href="#">SS.912.P.4.11:</a>	Describe the nature of attention.
<a href="#">SS.912.P.4.12:</a>	Explain how experiences and expectations influence perception.
	Identify states of consciousness.
<a href="#">SS.912.P.5.1:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, consciousness, sleep, dreams, hypnotic states, meditative states, and drug-induced states.</p>
<a href="#">SS.912.P.5.2:</a>	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).
<a href="#">SS.912.P.5.3:</a>	Describe the circadian rhythm and its relation to sleep.
	Describe the sleep cycle.
<a href="#">SS.912.P.5.4:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Stage 1 sleep, Stage 2 sleep, Stage 3 sleep, Stage 4 sleep, and REM sleep.</p>
	Compare theories about the functions of sleep.
<a href="#">SS.912.P.5.5:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Repair and Restoration Theory, Evolutionary Theory, and Information Consolidation Theory.</p>
	Describe types of sleep disorders.
<a href="#">SS.912.P.5.6:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, insomnia, sleep apnea, narcolepsy, somnambulism, night terrors, bruxism enuresis, and myoclonus.</p>
	Compare theories about the functions of dreams.
<a href="#">SS.912.P.5.7:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, psychoanalytic theory, and activation-synthesis model.</p>
	Characterize the major categories of psychoactive drugs and their effects.
<a href="#">SS.912.P.5.8:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, depressants, opiates, stimulants, hallucinogens, and marijuana.</p>

<a href="#">SS.912.P.5.9:</a>	Describe how psychoactive drugs act at the synaptic level.
<a href="#">SS.912.P.9.1:</a>	Describe attributional explanations of behavior.
<a href="#">SS.912.P.9.2:</a>	Describe the relationship between attitudes (implicit and explicit) and behavior.
	Identify persuasive methods used to change attitudes.
<a href="#">SS.912.P.9.3:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, compliance, identification, internalization, emotion-based change.</p>
	Describe the power of the situation.
<a href="#">SS.912.P.9.4:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the Zimbardo study and the Milgram study.</p>
	Describe effects of others' presence on individuals' behavior.
<a href="#">SS.912.P.9.5:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, altruism, the bystander effect, and Kitty Genovese.</p>
<a href="#">SS.912.P.9.6:</a>	Describe how group dynamics influence behavior.
<a href="#">SS.912.P.9.7:</a>	Discuss how an individual influences group behavior.
<a href="#">SS.912.P.9.8:</a>	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
	Describe determinants of prosocial behavior.
<a href="#">SS.912.P.9.9:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, genetic factors, social exchange theory, personal qualities, and situational determinants.</p>
	Discuss influences upon aggression and conflict.
<a href="#">SS.912.P.9.10:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, genetics, the nervous system, and biochemistry.</p>
	Discuss factors influencing attraction and relationships.
<a href="#">SS.912.P.9.11:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, proximity, physical attractiveness, and similarity.</p>
<a href="#">SS.912.P.10.1:</a>	Define culture and diversity.

<a href="#">SS.912.P.10.2:</a>	Identify how cultures change over time and vary within nations and internationally.
<a href="#">SS.912.P.10.3:</a>	Discuss the relationship between culture and conceptions of self and identity.
<a href="#">SS.912.P.10.4:</a>	Discuss psychological research examining race and ethnicity.
<a href="#">SS.912.P.10.5:</a>	Discuss psychological research examining socioeconomic status.
<a href="#">SS.912.P.10.6:</a>	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
<a href="#">SS.912.P.10.7:</a>	Discuss psychological research examining gender identity.
<a href="#">SS.912.P.10.8:</a>	Discuss psychological research examining diversity in sexual orientation.
<a href="#">SS.912.P.10.9:</a>	Compare and contrast gender identity and sexual orientation.
<a href="#">SS.912.P.10.10:</a>	Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
<a href="#">SS.912.P.10.11:</a>	Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
<a href="#">SS.912.P.10.12:</a>	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
<a href="#">SS.912.P.10.13:</a>	Discuss psychological research examining differences in individual cognitive and physical abilities.
<a href="#">SS.912.P.10.14:</a>	Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.
<a href="#">SS.912.P.13.1:</a>	Discuss intelligence as a general factor.
	Discuss alternative conceptualizations of intelligence.
<a href="#">SS.912.P.13.2:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Howard Gardner’s theory of multiple intelligences, Daniel Goleman’s theory of emotional intelligence, and Robert Sternberg’s triarchic theory of intelligence.</p>
<a href="#">SS.912.P.13.3:</a>	Describe the extremes of intelligence.
	Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
<a href="#">SS.912.P.13.4:</a>	<p><b>Remarks/Examples:</b>  Topics may include, but are not limited to, Alfred Binet, Lewis Terman, David Weschler, mental age, chronological age, Stanford-Binet intelligence test, intelligence quotient, Weschler intelligence scales.</p>
<a href="#">SS.912.P.13.5:</a>	Identify current methods of assessing human abilities.

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, individual tests, group tests, achievement tests, and aptitude tests.</p>
<a href="#">SS.912.P.13.6:</a>	<p>Identify measures of and data on reliability and validity for intelligence test scores.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, test and retest reliability, alternate form reliability, split-half reliability, content validity, predictive validity, face validity, construct validity, and concurrent validity.</p>
<a href="#">SS.912.P.13.7:</a>	Discuss issues related to the consequences of intelligence testing.
<a href="#">SS.912.P.13.8:</a>	Discuss the influences of biological, cultural, and environmental factors on intelligence.
<a href="#">SS.912.P.14.1:</a>	<p>Explain biologically based theories of motivation.</p> <p><b>Remarks/Examples:</b> Topics may include, but are not limited to, arousal theories, Yerkes-Dodson Law, and homeostasis.</p>
<a href="#">SS.912.P.14.2:</a>	<p>Explain cognitively based theories of motivation.</p> <p><b>Remarks/Examples:</b> Topics may include, but are not limited to, extrinsic motivation and intrinsic motivation.</p>
<a href="#">SS.912.P.14.3:</a>	<p>Explain humanistic theories of motivation.</p> <p><b>Remarks/Examples:</b> Topics may include, but are not limited to, Maslow's Hierarchy of Needs, achievement motivation, hunger, and eating disorders.</p>
<a href="#">SS.912.P.14.4:</a>	Explain the role of culture in human motivation.
<a href="#">SS.912.P.14.5:</a>	Discuss eating behavior.
<a href="#">SS.912.P.14.6:</a>	Discuss sexual behavior and orientation.
<a href="#">SS.912.P.14.7:</a>	Discuss achievement motivation.
<a href="#">SS.912.P.14.8:</a>	Discuss other ways in which humans and non-human animals are motivated.
<a href="#">SS.912.P.15.1:</a>	<p>Explain the biological and cognitive components of emotion.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, physiological</p>

	activation, expressive behaviors, and conscious experience.
<a href="#">SS.912.P.15.2:</a>	Discuss psychological research on basic human emotions. Differentiate among theories of emotional experience.
<a href="#">SS.912.P.15.3:</a>	<b>Remarks/Examples:</b> James-Lange Theory, Cannon-Bard Theory, Schacter's Two-Factor Theory, Robert Zajonc, and Richard Lazarus.
<a href="#">SS.912.P.15.4:</a>	Explain how biological factors influence emotional interpretation and expression. Explain how culture and gender influence emotional interpretation and expression.
<a href="#">SS.912.P.15.5:</a>	<b>Remarks/Examples:</b> Examples may include, but are not limited to, display rules.
<a href="#">SS.912.P.15.6:</a>	Explain how other environmental factors influence emotional interpretation and expression. Identify biological and environmental influences on the expression experience of negative emotions, such as fear.
<a href="#">SS.912.P.15.7:</a>	<b>Remarks/Examples:</b> Topics may include, but are not limited to, autonomic nervous system.
<a href="#">SS.912.P.15.8:</a>	Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness. Identify careers in psychological science and practice.
<a href="#">SS.912.P.20.1:</a>	<b>Remarks/Examples:</b> Examples may include, but are not limited to, biological psychologist, social psychologist, developmental psychologist, and cognitive psychologist.
<a href="#">SS.912.P.20.2:</a>	Identify resources to help select psychology programs for further study. <b>Remarks/Examples:</b> Examples may include, but are not limited to the Occupational Outlook Handbook.
<a href="#">SS.912.P.20.3:</a>	Identify degree requirements for psychologists and psychology-related careers.

**Remarks/Examples:**

Examples may include, but are not limited to, bachelor's degree, graduate degree, Ph.D., and Psy.D.

[SS.912.P.20.4:](#)

Identify resources to help select psychology programs for further study.

[SS.912.P.20.5:](#)

Discuss ways in which psychological science addresses domestic and global issues.

[SS.912.P.20.6:](#)

Identify careers in psychological science that have evolved as a result of domestic and global issues.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **Sociology (#2108300)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2108300

**Abbreviated Title:** SOCIOLOGY

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Sociology** - Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts

for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### **MAFS.K12.MP** Mathematical Practices

MAFS.K12.MP.1 Make sense of problems and persevere in solving them.

MAFS.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.6 Attend to precision.

### **MAFS.912.S-IC** Making Inferences and Justifying Conclusions

MAFS.912.S-IC.2 Make inferences and justify conclusions from sample surveys, experiments and observational studies.

Name	Description
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and</li> </ol>

understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.SL.2.5:](#)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[LAFS.910.SL.2.6:](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

[LAFS.910.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[LAFS.910.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[LAFS.910.RH.2.5:](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

[LAFS.910.RH.2.6:](#)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

[LAFS.910.RH.3.7:](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

[LAFS.910.RH.3.8:](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

[LAFS.910.RH.3.9:](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization

that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.1.1d:](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[LAFS.910.WHST.1.1e:](#)

Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

	<p>discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">HE.912.C.2.4:</a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<a href="#">SS.912.S.1.1:</a>	Discuss the development of the field of sociology as a social science.
<a href="#">SS.912.S.1.2:</a>	Identify early leading theorists within social science.

	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, C. Wright Mills, and Karl Marx.</p>
<a href="#">SS.912.S.1.3:</a>	Compare sociology with other social science disciplines.
<a href="#">SS.912.S.1.4:</a>	Examine changing points of view of social issues, such as poverty, crime and discrimination.
<a href="#">SS.912.S.1.5:</a>	Evaluate various types of sociologic research methods.
<a href="#">SS.912.S.1.6:</a>	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
<a href="#">SS.912.S.1.7:</a>	Determine cause-and-effect relationship issues among events as they relate to sociology.
<a href="#">SS.912.S.1.8:</a>	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
<a href="#">SS.912.S.1.9:</a>	Develop a working definition of sociology that has personal application.
<a href="#">SS.912.S.2.1:</a>	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
<a href="#">SS.912.S.2.2:</a>	Explain the differences between a culture and a society.
<a href="#">SS.912.S.2.3:</a>	Recognize the influences of genetic inheritance and culture on human behavior.
<a href="#">SS.912.S.2.4:</a>	Give examples of subcultures and describe what makes them unique.
<a href="#">SS.912.S.2.5:</a>	Compare social norms among various subcultures.
<a href="#">SS.912.S.2.6:</a>	Identify the factors that promote cultural diversity within the United States.
<a href="#">SS.912.S.2.7:</a>	Explain how various practices of the culture create differences within group behavior.
<a href="#">SS.912.S.2.8:</a>	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
<a href="#">SS.912.S.2.9:</a>	Prepare original written and oral reports and presentations on specific events, people or historical eras.
<a href="#">SS.912.S.2.10:</a>	Identify both rights and responsibilities the individual has to the group.
<a href="#">SS.912.S.2.11:</a>	Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture.

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.</p>
<a href="#">SS.912.S.2.12:</a>	Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.
	Describe how social status affects social order.
<a href="#">SS.912.S.3.1:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, upper class, middle class, lower class, professional, blue collar, and unemployed.</p>
	Explain how roles and role expectations can lead to role conflict.
<a href="#">SS.912.S.3.2:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, gender roles, age, racial and ethnic groups within different societies.</p>
<a href="#">SS.912.S.3.3:</a>	Examine and analyze various points of view relating to historical and current events.
<a href="#">SS.912.S.4.1:</a>	Describe how individuals are affected by the different social groups to which they belong.
<a href="#">SS.912.S.4.2:</a>	Identify major characteristics of social groups familiar to the students.
<a href="#">SS.912.S.4.3:</a>	Examine the ways that groups function, such as roles, interactions and leadership.
<a href="#">SS.912.S.4.4:</a>	Discuss the social norms of at least two groups to which the student belongs.
<a href="#">SS.912.S.4.5:</a>	Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.
<a href="#">SS.912.S.4.6:</a>	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.
<a href="#">SS.912.S.4.7:</a>	Discuss the concept of deviance and how society discourages deviant behavior using social control.
<a href="#">SS.912.S.4.8:</a>	Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
<a href="#">SS.912.S.4.9:</a>	Discuss how formal organizations influence behavior of their members.

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, churches, synagogues, and mosques, political parties, and fraternal organizations.</p>
<a href="#">SS.912.S.4.10:</a>	<p>Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, forced vs. voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.</p>
<a href="#">SS.912.S.4.11:</a>	<p>Discuss how humans interact in a variety of social settings.</p>
<a href="#">SS.912.S.4.12:</a>	<p>Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.</p>
<a href="#">SS.912.S.4.13:</a>	<p>Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.</p>
<a href="#">SS.912.S.5.1:</a>	<p>Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, familial, religious, educational, economic, and political institutions.</p>
<a href="#">SS.912.S.5.2:</a>	<p>Discuss the concept of political power and factors that influence political power.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, social class, racial and ethnic group memberships, cultural group, gender, and age.</p>
<a href="#">SS.912.S.5.3:</a>	<p>Discuss how societies recognize rites of passage.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Baptism or other religious ceremonies, school prom, graduation, marriage, and retirement.</p>
<a href="#">SS.912.S.5.4:</a>	<p>Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” teenagers,” “Americans,” “gangs,” and “hippies,” from a world perspective.</p>



<a href="#">SS.912.S.5.5:</a>	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
<a href="#">SS.912.S.5.6:</a>	Identify the factors that influence change in social norms over time.
<a href="#">SS.912.S.5.7:</a>	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
<a href="#">SS.912.S.5.8:</a>	Analyze the primary and secondary groups common to different age groups in society.
<a href="#">SS.912.S.5.9:</a>	Conduct research and analysis on an issue associated with social structure or social institutions.
<a href="#">SS.912.S.5.10:</a>	Identify both rights and responsibilities the individual has to primary and secondary groups.
<a href="#">SS.912.S.5.11:</a>	Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.
<a href="#">SS.912.S.5.12:</a>	Explain how roles and role expectations can lead to role conflict.
<a href="#">SS.912.S.6.1:</a>	Describe how and why societies change over time.
<a href="#">SS.912.S.6.2:</a>	Examine various social influences that can lead to immediate and long-term changes.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, war, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.
<a href="#">SS.912.S.6.3:</a>	Describe how collective behavior can influence and change society.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, a rise in crime leading to community curfews, organized protests leading to governmental change in policy.
<a href="#">SS.912.S.6.4:</a>	Examine how technological innovations and scientific discoveries have influenced major social institutions.
<a href="#">SS.912.S.6.5:</a>	Discuss how social interactions and culture could be affected in the future due to innovations in science and technological

	change.
<a href="#">SS.912.S.6.6:</a>	Describe how the role of the mass media has changed over time and project what changes might occur in the future.
<a href="#">SS.912.S.6.7:</a>	Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, the March on Washington (1963) vs. 1960s race riots.
<a href="#">SS.912.S.6.8:</a>	Investigate the consequences in society as result of changes.
<a href="#">SS.912.S.6.9:</a>	Trace the development of the use of a specific type of technology in the community.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, access to computers at school and home, and cellular phones.
<a href="#">SS.912.S.6.10:</a>	Propose a plan to improve a social structure, and design the means needed to implement the change.
<a href="#">SS.912.S.6.11:</a>	Cite examples of the use of technology in social research.
<a href="#">SS.912.S.6.12:</a>	Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.
<a href="#">SS.912.S.7.1:</a>	Identify characteristics of a “social” problem, as opposed to an “individual” problem.
<a href="#">SS.912.S.7.2:</a>	Describe how social problems have changed over time.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, juvenile delinquency, crime, poverty, and discrimination.
<a href="#">SS.912.S.7.3:</a>	Explain how patterns of behavior are found with certain social problems.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, juvenile offenses, such as gang membership, crime, sexual behavior, and teen pregnancy, are found in the histories of adult criminals.
<a href="#">SS.912.S.7.4:</a>	Discuss the implications of social problems for society.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, drug

	addiction, child abuse, school dropout rates, and unemployment.
<a href="#">SS.912.S.7.5:</a>	Examine how individual and group responses are often associated with social problems.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, “But everyone else is doing it” and “If I ignore it, it will go away.”
<a href="#">SS.912.S.7.6:</a>	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
<a href="#">SS.912.S.7.7:</a>	Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
<a href="#">SS.912.S.7.8:</a>	Design and carry out school- and community-based projects to address a local aspect of a social problem.
<a href="#">SS.912.S.8.1:</a>	Describe traditions, roles, and expectations necessary for a community to continue.
<a href="#">SS.912.S.8.2:</a>	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
<a href="#">SS.912.S.8.3:</a>	Discuss theories that attempt to explain collective behavior.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, contagion theory and convergence theory.
<a href="#">SS.912.S.8.4:</a>	Define a social issue to be analyzed.
<a href="#">SS.912.S.8.5:</a>	Examine factors that could lead to the breakdown and disruption of an existing community.
<a href="#">SS.912.S.8.6:</a>	Discuss the impact of leaders of different social movements.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Gandhi, Hitler, Martin Luther King, Jr., and Susan B. Anthony.
<a href="#">SS.912.S.8.7:</a>	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, news media and advertisements.
<a href="#">SS.912.S.8.8:</a>	Discuss both the benefits and social costs of collective behavior

	in society.
<a href="#">SS.912.S.8.9:</a>	Identify a community social problem and discuss appropriate actions to address the problem.
	Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.
<a href="#">SS.912.S.8.10:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Orson Welles “The War of the Worlds” radio broadcast, and rumors in the mass media, on the internet, or in the community.</p> </div>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **World History (#2109310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2109310

**Abbreviated Title:** WORLD HIST

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

### **GENERAL NOTES**

**World History 9-12 Course** – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.W.2.2:</a>	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
<a href="#">SS.912.W.2.3:</a>	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
<a href="#">SS.912.W.2.4:</a>	Identify key figures associated with the Byzantine Empire.  <b>Remarks/Examples:</b> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.
<a href="#">SS.912.W.2.5:</a>	Explain the contributions of the Byzantine Empire.  <b>Remarks/Examples:</b> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and

	Slavic peoples.
<a href="#">SS.912.W.2.6:</a>	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
<a href="#">SS.912.W.2.7:</a>	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
<a href="#">SS.912.W.2.8:</a>	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.
<a href="#">SS.912.W.2.9:</a>	Analyze the impact of the collapse of the Western Roman Empire on Europe.
<a href="#">SS.912.W.2.10:</a>	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
<a href="#">SS.912.W.2.11:</a>	Describe the rise and achievements of significant rulers in medieval Europe.  <b>Remarks/Examples:</b> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.
<a href="#">SS.912.W.2.12:</a>	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
<a href="#">SS.912.W.2.13:</a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#">SS.912.W.2.14:</a>	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
<a href="#">SS.912.W.2.15:</a>	Determine the factors that contributed to the growth of a modern economy.  <b>Remarks/Examples:</b> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
<a href="#">SS.912.W.2.16:</a>	Trace the growth and development of a national identity in the

	countries of England, France, and Spain.
<a href="#">SS.912.W.2.17:</a>	<p>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</p> <p><b>Remarks/Examples:</b>  Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</p>
<a href="#">SS.912.W.2.18:</a>	<p>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</p> <p><b>Remarks/Examples:</b>  Examples are Magna Carta, parliament, habeas corpus.</p>
<a href="#">SS.912.W.2.19:</a>	Describe the impact of Japan's physiography on its economic and political development.
<a href="#">SS.912.W.2.20:</a>	<p>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</p> <p><b>Remarks/Examples:</b>  Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.</p>
<a href="#">SS.912.W.2.21:</a>	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
<a href="#">SS.912.W.2.1:</a>	Locate the extent of Byzantine territory at the height of the empire.
<a href="#">SS.912.W.2.22:</a>	Describe Japan's cultural and economic relationship to China and Korea.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b>  Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b></p>



	Examples are artifacts, images, auditory and written sources.
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.3.1:</a>	<p>Discuss significant people and beliefs associated with Islam.</p> <p><b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</p>
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.3:</a>	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
<a href="#">SS.912.W.3.4:</a>	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
<a href="#">SS.912.W.3.5:</a>	<p>Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</p> <p><b>Remarks/Examples:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.</p>
<a href="#">SS.912.W.3.6:</a>	<p>Describe key economic, political, and social developments in Islamic history.</p> <p><b>Remarks/Examples:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.</p>
<a href="#">SS.912.W.3.7:</a>	Analyze the causes, key events, and effects of the European

	<p>response to Islamic expansion beginning in the 7th century.</p> <p><b>Remarks/Examples:</b> Examples are Crusades, Reconquista.</p>
<a href="#">SS.912.W.3.8:</a>	<p>Identify important figures associated with the Crusades.</p> <p><b>Remarks/Examples:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.</p>
<a href="#">SS.912.W.3.9:</a>	<p>Trace the growth of major sub-Saharan African kingdoms and empires.</p> <p><b>Remarks/Examples:</b> Examples are Ghana, Mali, Songhai.</p>
<a href="#">SS.912.W.3.10:</a>	<p>Identify key significant economic, political, and social characteristics of Ghana.</p> <p><b>Remarks/Examples:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.</p>
<a href="#">SS.912.W.3.11:</a>	<p>Identify key figures and significant economic, political, and social characteristics associated with Mali.</p> <p><b>Remarks/Examples:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.</p>
<a href="#">SS.912.W.3.12:</a>	<p>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</p> <p><b>Remarks/Examples:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.</p>
<a href="#">SS.912.W.3.13:</a>	<p>Compare economic, political, and social developments in East, West, and South Africa.</p>
<a href="#">SS.912.W.3.14:</a>	<p>Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</p>

	<p><b>Remarks/Examples:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.</p>
<a href="#">SS.912.W.3.15:</a>	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
<a href="#">SS.912.W.3.16:</a>	<p>Locate major civilizations of Mesoamerica and Andean South America.</p> <p><b>Remarks/Examples:</b> Examples are Maya, Aztec, Inca.</p>
<a href="#">SS.912.W.3.17:</a>	<p>Describe the roles of people in the Maya, Inca, and Aztec societies.</p> <p><b>Remarks/Examples:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.</p>
<a href="#">SS.912.W.3.18:</a>	<p>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</p> <p><b>Remarks/Examples:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.</p>
<a href="#">SS.912.W.3.19:</a>	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
<a href="#">SS.912.W.4.1:</a>	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
<a href="#">SS.912.W.4.2:</a>	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
<a href="#">SS.912.W.4.3:</a>	<p>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</p> <p><b>Remarks/Examples:</b> Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.</p>
<a href="#">SS.912.W.4.4:</a>	<p>Identify characteristics of Renaissance humanism in works of art.</p> <p><b>Remarks/Examples:</b></p>

	Examples are influence of classics, School of Athens.
<a href="#">SS.912.W.4.5:</a>	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
<a href="#">SS.912.W.4.6:</a>	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
<a href="#">SS.912.W.4.7:</a>	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
<a href="#">SS.912.W.4.8:</a>	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.  <b>Remarks/Examples:</b> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
<a href="#">SS.912.W.4.9:</a>	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.  <b>Remarks/Examples:</b> Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
<a href="#">SS.912.W.4.10:</a>	Identify the major contributions of individuals associated with the Scientific Revolution.  <b>Remarks/Examples:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
<a href="#">SS.912.W.4.11:</a>	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
<a href="#">SS.912.W.4.12:</a>	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
<a href="#">SS.912.W.4.13:</a>	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
<a href="#">SS.912.W.4.14:</a>	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
<a href="#">SS.912.W.4.15:</a>	Explain the origins, developments, and impact of the trans-

	Atlantic slave trade between West Africa and the Americas.
<a href="#">SS.912.W.5.1:</a>	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
	Identify major causes of the Enlightenment.
<a href="#">SS.912.W.5.2:</a>	<p><b>Remarks/Examples:</b>  Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</p>
<a href="#">SS.912.W.5.3:</a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.W.5.5:</a>	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
<a href="#">SS.912.W.5.6:</a>	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
<a href="#">SS.912.W.5.7:</a>	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
<a href="#">SS.912.W.6.1:</a>	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
	Summarize the social and economic effects of the Industrial Revolution.
<a href="#">SS.912.W.6.2:</a>	<p><b>Remarks/Examples:</b>  Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.</p>
<a href="#">SS.912.W.6.3:</a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
<a href="#">SS.912.W.6.4:</a>	<p><b>Remarks/Examples:</b>  Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
<a href="#">SS.912.W.6.5:</a>	Summarize the causes, key events, and effects of the unification of Italy and Germany.

	Analyze the causes and effects of imperialism.
<a href="#">SS.912.W.6.6:</a>	<p><b>Remarks/Examples:</b> Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)</p>
<a href="#">SS.912.W.6.7:</a>	<p>Identify major events in China during the 19th and early 20th centuries related to imperialism.</p> <p><b>Remarks/Examples:</b> Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.</p>
<a href="#">SS.912.W.7.1:</a>	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
<a href="#">SS.912.W.7.2:</a>	<p>Describe the changing nature of warfare during World War I.</p> <p><b>Remarks/Examples:</b> Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.</p>
<a href="#">SS.912.W.7.3:</a>	<p>Summarize significant effects of World War I.</p> <p><b>Remarks/Examples:</b> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.</p>
<a href="#">SS.912.W.7.4:</a>	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
<a href="#">SS.912.W.7.5:</a>	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
<a href="#">SS.912.W.7.6:</a>	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
<a href="#">SS.912.W.7.7:</a>	Trace the causes and key events related to World War II.
<a href="#">SS.912.W.7.8:</a>	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi

	dehumanization of the Jews and other victims.
<a href="#">SS.912.W.7.9:</a>	Identify the wartime strategy and post-war plans of the Allied leaders. <b>Remarks/Examples:</b> Examples are Churchill, Roosevelt, Stalin.
<a href="#">SS.912.W.7.10:</a>	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
<a href="#">SS.912.W.7.11:</a>	Describe the effects of World War II. <b>Remarks/Examples:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
<a href="#">SS.912.W.8.1:</a>	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
<a href="#">SS.912.W.8.2:</a>	Describe characteristics of the early Cold War. <b>Remarks/Examples:</b> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.
<a href="#">SS.912.W.8.3:</a>	Summarize key developments in post-war China. <b>Remarks/Examples:</b> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.
<a href="#">SS.912.W.8.4:</a>	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
<a href="#">SS.912.W.8.5:</a>	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe. <b>Remarks/Examples:</b> Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.
<a href="#">SS.912.W.8.6:</a>	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
<a href="#">SS.912.W.8.7:</a>	Compare post-war independence movements in African, Asian,

<p><a href="#">SS.912.W.8.8:</a></p>	<p>and Caribbean countries.</p> <p>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</p> <div data-bbox="565 317 1369 478" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p> </div>
<p><a href="#">SS.912.W.8.9:</a></p>	<p>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</p>
<p><a href="#">SS.912.W.8.10:</a></p>	<p>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</p> <div data-bbox="565 682 1369 844" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p> </div>
<p><a href="#">SS.912.W.9.1:</a></p>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <div data-bbox="565 930 1369 1197" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p> </div>
<p><a href="#">SS.912.W.9.2:</a></p>	<p>Describe the causes and effects of post-World War II economic and demographic changes.</p> <div data-bbox="565 1283 1369 1516" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</p> </div>
<p><a href="#">SS.912.W.9.3:</a></p>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <div data-bbox="565 1713 1369 1875" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are prejudice, racism, stereotyping, economic competition.</p> </div>



<a href="#">SS.912.W.9.4:</a>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <div data-bbox="561 273 1369 399" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p> </div>
<a href="#">SS.912.W.9.5:</a>	<p>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>
<a href="#">SS.912.W.9.6:</a>	<p>Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</p>
<a href="#">SS.912.W.9.7:</a>	<p>Describe the impact of and global response to international terrorism.</p>
<a href="#">SS.912.G.1.1:</a>	<p>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</p>
<a href="#">SS.912.G.1.2:</a>	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
<a href="#">SS.912.G.1.3:</a>	<p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p>
<a href="#">SS.912.G.2.1:</a>	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <div data-bbox="561 1146 1369 1377" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p> </div>
<a href="#">SS.912.G.2.2:</a>	<p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</p>
<a href="#">SS.912.G.2.3:</a>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <div data-bbox="561 1621 1369 1780" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p> </div>
<a href="#">SS.912.G.4.1:</a>	<p>Interpret population growth and other demographic data for any given place.</p>

<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#">SS.912.H.1.3:</a>	<p>Relate works in the arts to various cultures.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p> </div>
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating

	the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and</li> </ol>

	<p>counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#">LAFS.910.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#">LAFS.910.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.910.WHST.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising,</p>

editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to

problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade

[MAFS.K12.MP.5.1:](#)

levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.C.2.4:](#)

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **World History Honors (#2109320)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2109320

**Abbreviated Title:** WORLD HIST HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** World History

### **GENERAL NOTES**

**World History 9-12 Course** – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex



reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**

### **Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.W.2.2:</a>	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
<a href="#">SS.912.W.2.3:</a>	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.

<p><a href="#">SS.912.W.2.4:</a></p>	<p>Identify key figures associated with the Byzantine Empire.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</p> </div>
<p><a href="#">SS.912.W.2.5:</a></p>	<p>Explain the contributions of the Byzantine Empire.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p> </div>
<p><a href="#">SS.912.W.2.6:</a></p>	<p>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</p>
<p><a href="#">SS.912.W.2.7:</a></p>	<p>Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</p>
<p><a href="#">SS.912.W.2.8:</a></p>	<p>Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.</p>
<p><a href="#">SS.912.W.2.9:</a></p>	<p>Analyze the impact of the collapse of the Western Roman Empire on Europe.</p>
<p><a href="#">SS.912.W.2.10:</a></p>	<p>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</p>
<p><a href="#">SS.912.W.2.11:</a></p>	<p>Describe the rise and achievements of significant rulers in medieval Europe.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.</p> </div>
<p><a href="#">SS.912.W.2.12:</a></p>	<p>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</p>
<p><a href="#">SS.912.W.2.13:</a></p>	<p>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</p>

<a href="#">SS.912.W.2.14:</a>	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
	Determine the factors that contributed to the growth of a modern economy.
<a href="#">SS.912.W.2.15:</a>	<p><b>Remarks/Examples:</b> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.</p>
<a href="#">SS.912.W.2.16:</a>	Trace the growth and development of a national identity in the countries of England, France, and Spain.
	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
<a href="#">SS.912.W.2.17:</a>	<p><b>Remarks/Examples:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</p>
	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
<a href="#">SS.912.W.2.18:</a>	<p><b>Remarks/Examples:</b> Examples are Magna Carta, parliament, habeas corpus.</p>
<a href="#">SS.912.W.2.19:</a>	Describe the impact of Japan's physiography on its economic and political development.
	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
<a href="#">SS.912.W.2.20:</a>	<p><b>Remarks/Examples:</b> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.</p>
<a href="#">SS.912.W.2.21:</a>	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
<a href="#">SS.912.W.2.1:</a>	Locate the extent of Byzantine territory at the height of the empire.
<a href="#">SS.912.W.2.22:</a>	Describe Japan's cultural and economic relationship to China and

	Korea.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	Compare time measurement systems used by different cultures. <b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
<a href="#">SS.912.W.1.3:</a>	Interpret and evaluate primary and secondary sources. <b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.
<a href="#">SS.912.W.1.4:</a>	Explain how historians use historical inquiry and other sciences to understand the past. <b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	Evaluate the role of history in shaping identity and character. <b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.
<a href="#">SS.912.W.3.1:</a>	Discuss significant people and beliefs associated with Islam. <b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.3:</a>	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
<a href="#">SS.912.W.3.4:</a>	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
<a href="#">SS.912.W.3.5:</a>	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

	<p><b>Remarks/Examples:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.</p>
<a href="#">SS.912.W.3.6:</a>	<p>Describe key economic, political, and social developments in Islamic history.</p> <p><b>Remarks/Examples:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.</p>
<a href="#">SS.912.W.3.7:</a>	<p>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</p> <p><b>Remarks/Examples:</b> Examples are Crusades, Reconquista.</p>
<a href="#">SS.912.W.3.8:</a>	<p>Identify important figures associated with the Crusades.</p> <p><b>Remarks/Examples:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.</p>
<a href="#">SS.912.W.3.9:</a>	<p>Trace the growth of major sub-Saharan African kingdoms and empires.</p> <p><b>Remarks/Examples:</b> Examples are Ghana, Mali, Songhai.</p>
<a href="#">SS.912.W.3.10:</a>	<p>Identify key significant economic, political, and social characteristics of Ghana.</p> <p><b>Remarks/Examples:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.</p>
<a href="#">SS.912.W.3.11:</a>	<p>Identify key figures and significant economic, political, and social characteristics associated with Mali.</p> <p><b>Remarks/Examples:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.</p>
<a href="#">SS.912.W.3.12:</a>	<p>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</p>

	<p><b>Remarks/Examples:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.</p>
<a href="#">SS.912.W.3.13:</a>	Compare economic, political, and social developments in East, West, and South Africa.
	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
<a href="#">SS.912.W.3.14:</a>	<p><b>Remarks/Examples:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.</p>
<a href="#">SS.912.W.3.15:</a>	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
	Locate major civilizations of Mesoamerica and Andean South America.
<a href="#">SS.912.W.3.16:</a>	<p><b>Remarks/Examples:</b> Examples are Maya, Aztec, Inca.</p>
	Describe the roles of people in the Maya, Inca, and Aztec societies.
<a href="#">SS.912.W.3.17:</a>	<p><b>Remarks/Examples:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.</p>
	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
<a href="#">SS.912.W.3.18:</a>	<p><b>Remarks/Examples:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.</p>
<a href="#">SS.912.W.3.19:</a>	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
<a href="#">SS.912.W.4.1:</a>	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
<a href="#">SS.912.W.4.2:</a>	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
<a href="#">SS.912.W.4.3:</a>	Identify the major artistic, literary, and technological

	contributions of individuals during the Renaissance.
	<p><b>Remarks/Examples:</b>  Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.</p>
<a href="#">SS.912.W.4.4:</a>	<p>Identify characteristics of Renaissance humanism in works of art.</p> <p><b>Remarks/Examples:</b>  Examples are influence of classics, School of Athens.</p>
<a href="#">SS.912.W.4.5:</a>	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
<a href="#">SS.912.W.4.6:</a>	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
<a href="#">SS.912.W.4.7:</a>	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
<a href="#">SS.912.W.4.8:</a>	<p>Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</p> <p><b>Remarks/Examples:</b>  Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.</p>
<a href="#">SS.912.W.4.9:</a>	<p>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</p> <p><b>Remarks/Examples:</b>  Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.</p>
<a href="#">SS.912.W.4.10:</a>	<p>Identify the major contributions of individuals associated with the Scientific Revolution.</p> <p><b>Remarks/Examples:</b>  Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.</p>
<a href="#">SS.912.W.4.11:</a>	Summarize the causes that led to the Age of Exploration, and

	identify major voyages and sponsors.
<a href="#">SS.912.W.4.12:</a>	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
<a href="#">SS.912.W.4.13:</a>	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
<a href="#">SS.912.W.4.14:</a>	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
<a href="#">SS.912.W.4.15:</a>	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
<a href="#">SS.912.W.5.1:</a>	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
	Identify major causes of the Enlightenment.
<a href="#">SS.912.W.5.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</p> </div>
<a href="#">SS.912.W.5.3:</a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.W.5.5:</a>	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
<a href="#">SS.912.W.5.6:</a>	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
<a href="#">SS.912.W.5.7:</a>	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
<a href="#">SS.912.W.6.1:</a>	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
	Summarize the social and economic effects of the Industrial Revolution.
<a href="#">SS.912.W.6.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.</p> </div>
<a href="#">SS.912.W.6.3:</a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.



<p><a href="#">SS.912.W.6.4:</a></p>	<p>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p> </div>
<p><a href="#">SS.912.W.6.5:</a></p>	<p>Summarize the causes, key events, and effects of the unification of Italy and Germany.</p>
<p><a href="#">SS.912.W.6.7:</a></p>	<p>Identify major events in China during the 19th and early 20th centuries related to imperialism.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.</p> </div>
<p><a href="#">SS.912.W.7.1:</a></p>	<p>Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.</p>
<p><a href="#">SS.912.W.7.2:</a></p>	<p>Describe the changing nature of warfare during World War I.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.</p> </div>
<p><a href="#">SS.912.W.7.3:</a></p>	<p>Summarize significant effects of World War I.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.</p> </div>
<p><a href="#">SS.912.W.7.4:</a></p>	<p>Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</p>
<p><a href="#">SS.912.W.7.5:</a></p>	<p>Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</p>
<p><a href="#">SS.912.W.7.6:</a></p>	<p>Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p>
<p><a href="#">SS.912.W.7.7:</a></p>	<p>Trace the causes and key events related to World War II.</p>

<a href="#">SS.912.W.7.8:</a>	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
<a href="#">SS.912.W.7.9:</a>	Identify the wartime strategy and post-war plans of the Allied leaders.  <b>Remarks/Examples:</b> Examples are Churchill, Roosevelt, Stalin.
<a href="#">SS.912.W.7.10:</a>	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
<a href="#">SS.912.W.7.11:</a>	Describe the effects of World War II.  <b>Remarks/Examples:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
<a href="#">SS.912.W.8.1:</a>	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
<a href="#">SS.912.W.8.2:</a>	Describe characteristics of the early Cold War.  <b>Remarks/Examples:</b> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.
<a href="#">SS.912.W.8.3:</a>	Summarize key developments in post-war China.  <b>Remarks/Examples:</b> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.
<a href="#">SS.912.W.8.4:</a>	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
<a href="#">SS.912.W.8.5:</a>	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.  <b>Remarks/Examples:</b> Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.
<a href="#">SS.912.W.8.6:</a>	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and

	political conflicts between Israel and the Arab-Muslim world.
<a href="#">SS.912.W.8.7:</a>	Compare post-war independence movements in African, Asian, and Caribbean countries.
	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
<a href="#">SS.912.W.8.8:</a>	<p><b>Remarks/Examples:</b>  Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
<a href="#">SS.912.W.8.9:</a>	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
<a href="#">SS.912.W.8.10:</a>	<p><b>Remarks/Examples:</b>  Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
<a href="#">SS.912.W.9.1:</a>	<p><b>Remarks/Examples:</b>  Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
	Describe the causes and effects of post-World War II economic and demographic changes.
<a href="#">SS.912.W.9.2:</a>	<p><b>Remarks/Examples:</b>  Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</p>
	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
<a href="#">SS.912.W.9.3:</a>	<p><b>Remarks/Examples:</b></p>

	Examples are prejudice, racism, stereotyping, economic competition.
<a href="#">SS.912.W.9.4:</a>	Describe the causes and effects of twentieth century nationalist conflicts.  <b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
<a href="#">SS.912.W.9.5:</a>	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
<a href="#">SS.912.W.9.6:</a>	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
<a href="#">SS.912.W.9.7:</a>	Describe the impact of and global response to international terrorism.
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.2.1:</a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  <b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.3:</a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  <b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic

	natural disasters.
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
	Relate works in the arts to various cultures.
<a href="#">SS.912.H.1.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p> </div>
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<a href="#">LAFS.910.SL.1.1:</a>	<ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the</li> </ol>

evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[LAFS.910.RH.1.3:](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[LAFS.910.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[LAFS.910.RH.2.5:](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

[LAFS.910.RH.2.6:](#)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

[LAFS.910.RH.3.7:](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

[LAFS.910.RH.3.8:](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

[LAFS.910.RH.3.9:](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

[LAFS.910.RH.4.10:](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s),

counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.1.2:](#)

[LAFS.910.WHST.2.4:](#) Produce clear and coherent writing in which the development,

	organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.</p>



Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that

	<p>technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><a href="#">MAFS.K12.MP.6.1:</a></p>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.912.C.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="561 1094 1369 1255" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>          Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **African History (#2109330)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2109330

**Abbreviated Title:** AFRICAN HIST

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**African History** – The grade 9-12 African History course consists of the following content area strands: World History, American History, Geography, Economics, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.7.11:</a>	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.  <b>Remarks/Examples:</b> Examples may include, but aren ot limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.
<a href="#">SS.912.A.7.12:</a>	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of

	historical events.
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	<p>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p>
<a href="#">SS.912.W.1.6:</a>	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.3.1:</a>	<p>Discuss significant people and beliefs associated with Islam.</p> <p><b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</p>
<a href="#">SS.912.W.3.2:</a>	<p>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</p>
<a href="#">SS.912.W.3.3:</a>	<p>Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.</p>
<a href="#">SS.912.W.3.4:</a>	<p>Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</p>
<a href="#">SS.912.W.3.5:</a>	<p>Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</p> <p><b>Remarks/Examples:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-</p>

	Razi, Alhambra, The Thousand and One Nights.
<a href="#">SS.912.W.3.6:</a>	Describe key economic, political, and social developments in Islamic history.  <b>Remarks/Examples:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
<a href="#">SS.912.W.3.7:</a>	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.  <b>Remarks/Examples:</b> Examples are Crusades, Reconquista.
<a href="#">SS.912.W.3.9:</a>	Trace the growth of major sub-Saharan African kingdoms and empires.  <b>Remarks/Examples:</b> Examples are Ghana, Mali, Songhai.
<a href="#">SS.912.W.3.10:</a>	Identify key significant economic, political, and social characteristics of Ghana.  <b>Remarks/Examples:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
<a href="#">SS.912.W.3.11:</a>	Identify key figures and significant economic, political, and social characteristics associated with Mali.  <b>Remarks/Examples:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
<a href="#">SS.912.W.3.12:</a>	Identify key figures and significant economic, political, and social characteristics associated with Songhai.  <b>Remarks/Examples:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.
<a href="#">SS.912.W.3.13:</a>	Compare economic, political, and social developments in East, West, and South Africa.

<p><a href="#">SS.912.W.3.14:</a></p>	<p>Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</p> <div data-bbox="560 268 1369 436" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.</p> </div>
<p><a href="#">SS.912.W.4.12:</a></p>	<p>Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.</p>
<p><a href="#">SS.912.W.4.14:</a></p>	<p>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</p>
<p><a href="#">SS.912.W.4.15:</a></p>	<p>Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</p>
<p><a href="#">SS.912.W.6.4:</a></p>	<p>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</p> <div data-bbox="560 835 1369 1003" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p> </div>
<p><a href="#">SS.912.W.8.7:</a></p>	<p>Compare post-war independence movements in African, Asian, and Caribbean countries.</p>
<p><a href="#">SS.912.W.8.9:</a></p>	<p>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</p>
<p><a href="#">SS.912.W.8.10:</a></p>	<p>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</p> <div data-bbox="560 1287 1369 1444" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p> </div>
<p><a href="#">SS.912.W.9.1:</a></p>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <div data-bbox="560 1528 1369 1801" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p> </div>
<p><a href="#">SS.912.W.9.3:</a></p>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic</p>

	<p>cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
<a href="#">SS.912.W.9.4:</a>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
<a href="#">SS.912.W.9.5:</a>	<p>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>
<a href="#">SS.912.E.3.1:</a>	<p>Demonstrate the impact of inflation on world economies.</p> <p><b>Remarks/Examples:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
<a href="#">SS.912.E.3.3:</a>	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p><b>Remarks/Examples:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</p>
<a href="#">SS.912.E.3.4:</a>	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Remarks/Examples:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<a href="#">SS.912.G.1.1:</a>	<p>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</p>
<a href="#">SS.912.G.1.2:</a>	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
<a href="#">SS.912.G.1.3:</a>	<p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p>
<a href="#">SS.912.G.1.4:</a>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources,</p>



	Geographic Information Systems (GIS), and a broad variety of maps.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p> </div>
<a href="#">SS.912.G.2.1:</a>	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p> </div>
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.3:</a>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p> </div>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#">SS.912.H.1.4:</a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p> </div>
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of

	culture.
<a href="#">SS.912.H.3.2:</a>	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.910.WHST.1.1:</a>	<ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical

	<p>processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;

integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

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[MAFS.K12.MP.3.1:](#)

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about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision

appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.C.2.4:](#)

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Contemporary History (#2109350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2109350

**Abbreviated Title:** CONTEMP HIST

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Contemporary History** – The grade 9-12 Contemporary History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Content should include, but is not limited to, world events and trends in the 20th and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.



5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.7.11:</a>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Remarks/Examples:</b>            Examples may include, but aren ot limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<a href="#">SS.912.A.7.12:</a>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Remarks/Examples:</b>            Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human</p>

	rights violations.
<a href="#">SS.912.A.7.14:</a>	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, NAFTA, World Trade Organization.</p>
<a href="#">SS.912.A.7.15:</a>	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p>
<a href="#">SS.912.A.7.16:</a>	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p>
<a href="#">SS.912.A.7.17:</a>	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p>
<a href="#">SS.912.W.1.1:</a>	<p>Use timelines to establish cause and effect relationships of historical events.</p>
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p>

	<p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	Evaluate the role of history in shaping identity and character. <p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.3.1:</a>	Discuss significant people and beliefs associated with Islam. <p><b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</p>
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.6.4:</a>	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. <p><b>Remarks/Examples:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
<a href="#">SS.912.W.8.7:</a>	Compare post-war independence movements in African, Asian, and Caribbean countries.
<a href="#">SS.912.W.8.9:</a>	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
<a href="#">SS.912.W.8.10:</a>	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. <p><b>Remarks/Examples:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
<a href="#">SS.912.W.9.1:</a>	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. <p><b>Remarks/Examples:</b></p>

	<p>Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
<a href="#">SS.912.W.9.3:</a>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
<a href="#">SS.912.W.9.4:</a>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
<a href="#">SS.912.W.9.5:</a>	<p>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>
<a href="#">SS.912.W.9.6:</a>	<p>Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</p>
<a href="#">SS.912.W.9.7:</a>	<p>Describe the impact of and global response to international terrorism.</p>
<a href="#">SS.912.C.2.2:</a>	<p>Evaluate the importance of political participation and civic participation.</p>
<a href="#">SS.912.C.2.3:</a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#">SS.912.C.2.4:</a>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p>
<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p>

	<p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#">SS.912.C.2.13:</a>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</p> <p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.C.4.4:</a>	Compare indicators of democratization in multiple countries.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.E.3.5:</a>	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Remarks/Examples:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

	<p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p>
	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p>
<p><a href="#">SS.912.G.2.1:</a></p>	<p><b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
<p><a href="#">SS.912.G.2.2:</a></p>	<p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</p>
<p><a href="#">SS.912.G.2.3:</a></p>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p><b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p>
<p><a href="#">SS.912.G.4.1:</a></p>	<p>Interpret population growth and other demographic data for any given place.</p>
<p><a href="#">SS.912.G.4.2:</a></p>	<p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p>
<p><a href="#">SS.912.G.4.3:</a></p>	<p>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p>
<p><a href="#">SS.912.G.4.7:</a></p>	<p>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</p>
<p><a href="#">SS.912.G.4.9:</a></p>	<p>Use political maps to describe the change in boundaries and governments within continents over time.</p>
<p><a href="#">SS.912.H.1.4:</a></p>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Remarks/Examples:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
<p><a href="#">SS.912.H.3.1:</a></p>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>
<p><a href="#">SS.912.H.3.2:</a></p>	<p>Identify social, moral, ethical, religious, and legal issues arising</p>

	from technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded

	them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>
<a href="#">LAFS.910.WHST.1.2:</a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.



- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the

	<p>flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p><a href="#">LAFS.910.WHST.3.9:</a></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><a href="#">LAFS.910.WHST.4.10:</a></p>	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><a href="#">MAFS.K12.MP.1.1:</a></p>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><a href="#">MAFS.K12.MP.3.1:</a></p>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account</p>

the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades,

	<p>students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.912.C.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="561 390 1370 554" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **Jewish History (#2109410)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2109410

**Abbreviated Title:** JEWISH HIST

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Jewish History** – The grade 9-12 Jewish History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Jewish people by examining the political, economic, socio-cultural, religious, and military events that affected the religious and cultural group. Content will include, but is not limited to, the development of Jewish heritage, Jewish life before and after the revelation of the Torah, entrance into the Holyland, the Monarchy and Two Temple periods, Jewish life in America and Europe, Jewish life in Eastern Europe and the growth of Hasidic movement, the Holocaust, Zionism and the modern Jewish state.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**COURSE STANDARDS**

Aligned Clusters:

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.1.3:</a>	<p>Evaluate how environment and personal health are interrelated.</p> <p><b>Remarks/Examples:</b> Some examples may include food options within a community, prenatal care services, availability of recreational facilities.</p>
<a href="#">SS.912.A.7.11:</a>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Remarks/Examples:</b> Examples may include, but aren ot limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<a href="#">SS.912.A.7.12:</a>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Remarks/Examples:</b></p>

	Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.
<a href="#">SS.912.W.2.13:</a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	Compare time measurement systems used by different cultures. <b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
<a href="#">SS.912.W.1.3:</a>	Interpret and evaluate primary and secondary sources. <b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.
<a href="#">SS.912.W.1.4:</a>	Explain how historians use historical inquiry and other sciences to understand the past. <b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	Evaluate the role of history in shaping identity and character. <b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.6.4:</a>	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. <b>Remarks/Examples:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

<a href="#">SS.912.W.7.5:</a>	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
<a href="#">SS.912.W.7.6:</a>	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
<a href="#">SS.912.W.7.7:</a>	Trace the causes and key events related to World War II.
<a href="#">SS.912.W.7.8:</a>	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
	Describe the effects of World War II.
<a href="#">SS.912.W.7.11:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.</p> </div>
<a href="#">SS.912.W.8.6:</a>	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
<a href="#">SS.912.W.8.10:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p> </div>
<a href="#">SS.912.W.9.4:</a>	Describe the causes and effects of twentieth century nationalist conflicts.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p> </div>
<a href="#">SS.912.W.9.5:</a>	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
<a href="#">SS.912.W.9.7:</a>	Describe the impact of and global response to international terrorism.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.



<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  <b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.
<a href="#">SS.912.G.2.1:</a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  <b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.3:</a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  <b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#">SS.912.H.1.4:</a>	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p> </div>
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly,

	<p>concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and</li> </ol>

	<p>evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#">LAFS.910.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#">LAFS.910.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.910.WHST.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#">LAFS.910.WHST.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display</p>

	information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.1.1:</a>	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	<b>Construct viable arguments and critique the reasoning of</b>

**others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

<a href="#">MAFS.K12.MP.6.1:</a>	<b>Attend to precision.</b>  Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Holocaust (#2109430)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2109430

**Abbreviated Title:** HOLOCAUST

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Holocaust** – The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).



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<a href="#">SS.912.A.7.11:</a>	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.  <b>Remarks/Examples:</b> Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.
<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	Compare time measurement systems used by different cultures.

	<p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
	Interpret and evaluate primary and secondary sources.
<a href="#">SS.912.W.1.3:</a>	<p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
	Explain how historians use historical inquiry and other sciences to understand the past.
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	Evaluate the role of history in shaping identity and character.
<a href="#">SS.912.W.1.6:</a>	<p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
<a href="#">SS.912.W.6.4:</a>	<p><b>Remarks/Examples:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p>
	Summarize significant effects of World War I.
<a href="#">SS.912.W.7.3:</a>	<p><b>Remarks/Examples:</b> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.</p>
<a href="#">SS.912.W.7.4:</a>	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
<a href="#">SS.912.W.7.5:</a>	Describe the rise of authoritarian governments in the Soviet

	Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
<a href="#">SS.912.W.7.6:</a>	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
<a href="#">SS.912.W.7.7:</a>	Trace the causes and key events related to World War II.
<a href="#">SS.912.W.7.8:</a>	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
<a href="#">SS.912.W.7.9:</a>	Identify the wartime strategy and post-war plans of the Allied leaders. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples are Churchill, Roosevelt, Stalin.</div>
<a href="#">SS.912.W.7.11:</a>	Describe the effects of World War II. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.</div>
<a href="#">SS.912.W.8.6:</a>	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
<a href="#">SS.912.W.9.3:</a>	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.</div>
<a href="#">SS.912.W.9.4:</a>	Describe the causes and effects of twentieth century nationalist conflicts. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</div>
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<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
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<a href="#">SS.912.G.2.1:</a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  <b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.2.3:</a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  <b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.

<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly,

	concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author's claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and</li> </ol>

- evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

<a href="#"><u>LAFS.910.WHST.1.2:</u></a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
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[LAFS.910.WHST.2.4:](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display

	information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.1.1:</a>	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
<a href="#">MAFS.K12.MP.3.1:</a>	<b>Construct viable arguments and critique the reasoning of</b>



**others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## Social Studies Transfer (#2100990)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2100990

**Abbreviated Title:** SOC STUDIES TRAN

**Course Length:** Not Applicable

**Course Status:** Draft - Course Pending Approval

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **United States History (#2100310)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2100310

**Abbreviated Title:** US HIST

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Type:** Core

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** American History

### **GENERAL NOTES**

**United States History (U.S. History) 9-12 Course** - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:** Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to

comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**

### **Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <div data-bbox="576 430 1469 766" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p> </div>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#">SS.912.A.2.1:</a>	<p>Review causes and consequences of the Civil War.</p> <div data-bbox="576 976 1469 1176" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p> </div>
<a href="#">SS.912.A.2.2:</a>	<p>Assess the influence of significant people or groups on Reconstruction.</p> <div data-bbox="576 1260 1469 1491" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.</p> </div>
<a href="#">SS.912.A.2.3:</a>	<p>Describe the issues that divided Republicans during the early Reconstruction era.</p> <div data-bbox="576 1575 1469 1816" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</p> </div>
<a href="#">SS.912.A.2.4:</a>	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<p><a href="#">SS.912.A.2.5:</a></p>	<p>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p>
<p><a href="#">SS.912.A.2.6:</a></p>	<p>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p>
<p><a href="#">SS.912.A.2.7:</a></p>	<p>Review the Native American experience.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</p>
<p><a href="#">SS.912.A.3.1:</a></p>	<p>Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.</p>
<p><a href="#">SS.912.A.3.2:</a></p>	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p>
<p><a href="#">SS.912.A.3.3:</a></p>	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.</p>
<p><a href="#">SS.912.A.3.4:</a></p>	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.</p>
<p><a href="#">SS.912.A.3.5:</a></p>	<p>Identify significant inventors of the Industrial Revolution including</p>

African Americans and women.

**Remarks/Examples:**

Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.

[SS.912.A.3.6:](#)

Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

**Remarks/Examples:**

Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.

[SS.912.A.3.7:](#)

Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

**Remarks/Examples:**

Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.

[SS.912.A.3.8:](#)

Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

[SS.912.A.3.9:](#)

Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

**Remarks/Examples:**

Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, Socialist Party, labor laws.

[SS.912.A.3.10:](#)

Review different economic and philosophic ideologies.

**Remarks/Examples:**

Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.

[SS.912.A.3.11:](#)

Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.



	<p><b>Remarks/Examples:</b>  Examples may include, but aren't limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p>
<p><a href="#">SS.912.A.3.12:</a></p>	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p>
<p><a href="#">SS.912.A.3.13:</a></p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p>
<p><a href="#">SS.912.A.4.1:</a></p>	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, <i>The Influence of Sea Power Upon History</i>, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p>
<p><a href="#">SS.912.A.4.2:</a></p>	<p>Explain the motives of the United States acquisition of the territories.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.</p>
<p><a href="#">SS.912.A.4.3:</a></p>	<p>Examine causes, course, and consequences of the Spanish American</p>

	<p>War.</p> <div data-bbox="576 233 1455 470" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the <i>Maine</i>, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</p> </div>
<p><a href="#">SS.912.A.4.4:</a></p>	<p>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p> <div data-bbox="576 590 1455 827" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</p> </div>
<p><a href="#">SS.912.A.4.5:</a></p>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <div data-bbox="576 911 1455 1220" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> </div>
<p><a href="#">SS.912.A.4.6:</a></p>	<p>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</p>
<p><a href="#">SS.912.A.4.7:</a></p>	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p>
<p><a href="#">SS.912.A.4.8:</a></p>	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p>
<p><a href="#">SS.912.A.4.9:</a></p>	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</p>
<p><a href="#">SS.912.A.4.10:</a></p>	<p>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</p> <div data-bbox="576 1808 1455 1890" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	<p>Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).</p>
<a href="#">SS.912.A.4.11:</a>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</p>
<a href="#">SS.912.A.5.12:</a>	<p>Examine key events and people in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.</p>
<a href="#">SS.912.A.5.1:</a>	<p>Discuss the economic outcomes of demobilization.</p>
<a href="#">SS.912.A.5.2:</a>	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p><b>Remarks/Examples:</b> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p>
<a href="#">SS.912.A.5.3:</a>	<p>Examine the impact of United States foreign economic policy during the 1920s.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.</p>
<a href="#">SS.912.A.5.4:</a>	<p>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p>
<a href="#">SS.912.A.5.5:</a>	<p>Describe efforts by the United States and other world powers to avoid future wars.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-</p>

	Briand Pact, the Nobel Prize.
<a href="#">SS.912.A.5.6:</a>	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
<a href="#">SS.912.A.5.7:</a>	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
<a href="#">SS.912.A.5.8:</a>	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
<a href="#">SS.912.A.5.9:</a>	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, 100 Percent Americanism.</p>
<a href="#">SS.912.A.5.10:</a>	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
<a href="#">SS.912.A.5.11:</a>	Examine causes, course, and consequences of the Great Depression and the New Deal.
	Examine causes, course, and consequences of World War II on the United States and the world.
<a href="#">SS.912.A.6.1:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>
<a href="#">SS.912.A.6.2:</a>	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
<a href="#">SS.912.A.6.3:</a>	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
	Examine efforts to expand or contract rights for various populations during World War II.
<a href="#">SS.912.A.6.4:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.</p>
<a href="#">SS.912.A.6.5:</a>	Explain the impact of World War II on domestic government policy.

	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p>
<a href="#">SS.912.A.6.6:</a>	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
<a href="#">SS.912.A.6.7:</a>	Describe the attempts to promote international justice through the Nuremberg Trials.
	Analyze the effects of the Red Scare on domestic United States policy.
<a href="#">SS.912.A.6.8:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.</p>
	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
<a href="#">SS.912.A.6.9:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Declaration of Human Rights.</p>
<a href="#">SS.912.A.6.10:</a>	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
<a href="#">SS.912.A.6.11:</a>	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
	Examine causes, course, and consequences of the Korean War.
<a href="#">SS.912.A.6.12:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur.</p>
	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
<a href="#">SS.912.A.6.13:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</p>
<a href="#">SS.912.A.6.14:</a>	Analyze causes, course, and consequences of the Vietnam War.
	<p><b>Remarks/Examples:</b></p>

	<p>Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</p>
<p><a href="#">SS.912.A.6.15:</a></p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.</p>
<p><a href="#">SS.912.A.7.1:</a></p>	<p>Identify causes for Post-World War II prosperity and its effects on American society.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</p>
<p><a href="#">SS.912.A.7.2:</a></p>	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p>
<p><a href="#">SS.912.A.7.3:</a></p>	<p>Examine the changing status of women in the United States from post-World War II to present.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, <i>The Feminine Mystique</i>, National Organization for Women, <i>Roe v. Wade</i>, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</p>
<p><a href="#">SS.912.A.7.4:</a></p>	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p>
<p><a href="#">SS.912.A.7.5:</a></p>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Remarks/Examples:</b></p>

	<p>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p>
<p><a href="#">SS.912.A.7.6:</a></p>	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p>
<p><a href="#">SS.912.A.7.7:</a></p>	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p>
<p><a href="#">SS.912.A.7.8:</a></p>	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p>
<p><a href="#">SS.912.A.7.9:</a></p>	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p>
<p><a href="#">SS.912.A.7.10:</a></p>	<p>Analyze the significance of Vietnam and Watergate on the government and people of the United States.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances, <i>New York Times v. Nixon</i>.</p>

<p><a href="#">SS.912.A.7.11:</a></p>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p><b>Remarks/Examples:</b>  Examples may include, but aren ot limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<p><a href="#">SS.912.A.7.12:</a></p>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<p><a href="#">SS.912.A.7.13:</a></p>	<p>Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.</p>
<p><a href="#">SS.912.A.7.14:</a></p>	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p><b>Remarks/Examples:</b>  Examples may include, but arenot limited to, NAFTA, World Trade Organization.</p>
<p><a href="#">SS.912.A.7.15:</a></p>	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p>
<p><a href="#">SS.912.A.7.16:</a></p>	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p>
<p><a href="#">SS.912.A.7.17:</a></p>	<p>Examine key events and key people in Florida history as they relate to United States history.</p>



	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p>
<p><a href="#">SS.912.G.1.2:</a></p>	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
<p><a href="#">SS.912.G.1.3:</a></p>	<p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p>
<p><a href="#">SS.912.G.2.1:</a></p>	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p><b>Remarks/Examples:</b>  Examples of physical characteristics are climate, terrain, resources.  Examples of human characteristics are religion, government, economy, demography.</p>
<p><a href="#">SS.912.G.4.2:</a></p>	<p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p>
<p><a href="#">SS.912.G.4.3:</a></p>	<p>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p>
<p><a href="#">SS.912.H.1.1:</a></p>	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</p> <p><b>Remarks/Examples:</b>  Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
<p><a href="#">SS.912.H.1.3:</a></p>	<p>Relate works in the arts to various cultures.</p> <p><b>Remarks/Examples:</b>  Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<p><a href="#">SS.912.H.1.5:</a></p>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p><b>Remarks/Examples:</b></p>

Examples are Victor Hugo's *Les Miserables*, Langston Hughes' poetry, Pete Seeger's *Bring 'Em Home*.

[SS.912.H.3.1:](#)

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

[LAFS.1112.SL.1.1:](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[LAFS.1112.SL.1.2:](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[LAFS.1112.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[LAFS.1112.SL.2.4:](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[LAFS.1112.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while</li> </ol>

	<p>attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p><a href="#">LAFS.1112.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p><a href="#">LAFS.1112.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.1112.WHST.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><a href="#">LAFS.1112.WHST.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#">LAFS.1112.WHST.3.7:</a></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><a href="#">LAFS.1112.WHST.3.8:</a></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the</p>

	strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.1112.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.1.1:</a>	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
	<b>Construct viable arguments and critique the reasoning of others.</b>
<a href="#">MAFS.K12.MP.3.1:</a>	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic</p>

or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

[HE.912.C.2.4:](#)

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Social Studies Grade K (#5021020)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 5021020

**Abbreviated Title:** SOC STUDIES K

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

### **GENERAL NOTES**

**Living, Learning and Working Together:** Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a



relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.K.MD.1: Describe and compare measurable attributes.

Name	Description
<a href="#">SS.K.A.1.1:</a>	<p>Develop an understanding of how to use and create a timeline.</p> <p><b>Remarks/Examples:</b> May include, but are not limited to: Put in order three things that happened during the school day.</p>
<a href="#">SS.K.A.1.2:</a>	<p>Develop an awareness of a primary source.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.</p>
<a href="#">SS.K.A.2.1:</a>	<p>Compare children and families of today with those in the past.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, family life now versus family life when grandparents were young.</p>
<a href="#">SS.K.A.2.2:</a>	<p>Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, federal holidays and ethnic celebrations..</p>
<a href="#">SS.K.A.2.3:</a>	<p>Compare our nation's holidays with holidays of other cultures.</p> <p><b>Remarks/Examples:</b></p>

	Examples may include, but are not limited to, National holidays are different in other countries.
<a href="#">SS.K.A.2.4:</a>	<p>Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</p>
<a href="#">SS.K.A.2.5:</a>	<p>Recognize the importance of U.S. symbols.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.</p>
<a href="#">SS.K.A.3.1:</a>	<p>Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.</p>
<a href="#">SS.K.A.3.2:</a>	<p>Explain that calendars represent days of the week and months of the year.</p>
<a href="#">SS.K.G.1.1:</a>	<p>Describe the relative location of people, places, and things by using positional words.</p> <p><b>Remarks/Examples:</b> Examples are near/far; above/below, left/right and behind/front.</p>
<a href="#">SS.K.G.1.2:</a>	<p>Explain that maps and globes help to locate different places and that globes are a model of the Earth.</p>
<a href="#">SS.K.G.1.3:</a>	<p>Identify cardinal directions (north, south, east, west).</p>
<a href="#">SS.K.G.1.4:</a>	<p>Differentiate land and water features on simple maps and globes.</p> <p><b>Remarks/Examples:</b> Examples are blue is water and green/brown is land.</p>

<a href="#">SS.K.G.2.1:</a>	<p>Locate and describe places in the school and community.</p> <p><b>Remarks/Examples:</b> Examples are the cafeteria, library, office, restrooms, and classroom.</p>
<a href="#">SS.K.G.2.2:</a>	<p>Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.</p>
<a href="#">SS.K.G.3.1:</a>	<p>Identify basic landforms.</p> <p><b>Remarks/Examples:</b> Examples are hills, forests, wetlands, and coasts.</p>
<a href="#">SS.K.G.3.2:</a>	<p>Identify basic bodies of water.</p> <p><b>Remarks/Examples:</b> Examples are rivers, lakes, oceans, and gulfs.</p>
<a href="#">SS.K.G.3.3:</a>	<p>Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.</p>
<a href="#">SS.K.E.1.1:</a>	<p>Describe different kinds of jobs that people do and the tools or equipment used.</p> <p><b>Remarks/Examples:</b> Examples are community helpers, firefighter and fire truck).</p>
<a href="#">SS.K.E.1.2:</a>	<p>Recognize that United States currency comes in different forms.</p> <p><b>Remarks/Examples:</b> Examples are coins and bills.</p>
<a href="#">SS.K.E.1.3:</a>	<p>Recognize that people work to earn money to buy things they need or want.</p>
<a href="#">SS.K.E.1.4:</a>	<p>Identify the difference between basic needs and wants.</p> <p><b>Remarks/Examples:</b> Examples of needs are clothing and shelter and examples of wants are video games and toys.</p>
<a href="#">SS.K.C.1.1:</a>	<p>Define and give examples of rules and laws, and why they are important.</p> <p><b>Remarks/Examples:</b> Examples are standing in line at school and wearing a bike helmet.</p>
<a href="#">SS.K.C.1.2:</a>	<p>Explain the purpose and necessity of rules and laws at home,</p>

	<p>school, and community.</p> <p><b>Remarks/Examples:</b> Examples are attending school and wearing a seat belt.</p>
<a href="#">SS.K.C.2.1:</a>	<p>Demonstrate the characteristics of being a good citizen.</p> <p><b>Remarks/Examples:</b> Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.</p>
<a href="#">SS.K.C.2.2:</a>	<p>Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p>
<a href="#">SS.K.C.2.3:</a>	<p>Describe fair ways for groups to make decisions.</p> <p><b>Remarks/Examples:</b> Examples are voting, taking turns, and coming to an agreement.</p>
<a href="#">LAFS.K.RI.1.1:</a>	<p>With prompting and support, ask and answer questions about key details in a text.</p>
<a href="#">LAFS.K.RI.1.2:</a>	<p>With prompting and support, identify the main topic and retell key details of a text.</p>
<a href="#">LAFS.K.RI.1.3:</a>	<p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<a href="#">LAFS.K.RI.2.4:</a>	<p>With prompting and support, ask and answer questions about unknown words in a text.</p>
<a href="#">LAFS.K.RI.3.7:</a>	<p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
<a href="#">LAFS.K.RI.3.8:</a>	<p>With prompting and support, identify the reasons an author gives to support points in a text.</p>
<a href="#">LAFS.K.RI.4.10:</a>	<p>Actively engage in group reading activities with purpose and understanding.</p>
<a href="#">LAFS.K.W.1.2:</a>	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<a href="#">LAFS.K.W.1.3:</a>	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<a href="#">LAFS.K.W.2.5:</a>	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as</p>

	needed.
<a href="#">LAFS.K.SL.1.1:</a>	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol>
<a href="#">LAFS.K.SL.1.2:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.3:</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">LAFS.K.SL.2.4:</a>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p>

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to

others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.K.C.2.4:](#)

Explain the importance of rules to maintain health.

**Remarks/Examples:**

Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Social Studies Grade 1 (#5021030)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 5021030

**Abbreviated Title:** SOC STUDIES 1

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 1

### **GENERAL NOTES**

**Our Community and Beyond:** First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or



produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.1.MD.3: Represent and interpret data.

Name	Description
<a href="#">SS.1.A.1.1:</a>	Develop an understanding of a primary source.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.
<a href="#">SS.1.A.1.2:</a>	Understand how to use the media center/other sources to find answers to questions about a historical topic.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, databases, audio or video recordings, and books.
<a href="#">SS.1.A.2.1:</a>	Understand history tells the story of people and events of other times and places.
<a href="#">SS.1.A.2.2:</a>	Compare life now with life in the past.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, comparing school, families, work, and community life.
<a href="#">SS.1.A.2.3:</a>	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, federal holidays

	and ethnic celebrations.
<a href="#">SS.1.A.2.4:</a>	<p>Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</p>
<a href="#">SS.1.A.2.5:</a>	<p>Distinguish between historical fact and fiction using various materials.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.</p>
<a href="#">SS.1.A.3.1:</a>	<p>Use terms related to time to sequentially order events that have occurred in school, home, or community.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, days, weeks, months, and years.</p>
<a href="#">SS.1.A.3.2:</a>	<p>Create a timeline based on the student's life or school events, using primary sources.</p> <p><b>Remarks/Examples:</b> Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.</p>
<a href="#">SS.1.G.1.1:</a>	<p>Use physical and political/cultural maps to locate places in Florida.</p> <p><b>Remarks/Examples:</b> Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.</p>
<a href="#">SS.1.G.1.2:</a>	<p>Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .</p>
<a href="#">SS.1.G.1.3:</a>	<p>Construct a basic map using key elements including cardinal directions and map symbols.</p> <p><b>Remarks/Examples:</b> Examples are map of bedroom, classroom, or route to school</p>
<a href="#">SS.1.G.1.4:</a>	<p>Identify a variety of physical features using a map and globe.</p> <p><b>Remarks/Examples:</b></p>

	Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.
<a href="#">SS.1.G.1.5:</a>	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
	Describe how location, weather, and physical environment affect the way people live in our community.
<a href="#">SS.1.G.1.6:</a>	<b>Remarks/Examples:</b> Examples are effects on their food, clothing, shelter, transportation, and recreation
<a href="#">SS.1.E.1.1:</a>	Recognize that money is a method of exchanging goods and services. <b>Remarks/Examples:</b> An example is coins/bills versus bartering or trading.
	Define opportunity costs as giving up one thing for another.
<a href="#">SS.1.E.1.2:</a>	<b>Remarks/Examples:</b> Examples are giving up television to do homework and buying candy versus saving for later purchase.
<a href="#">SS.1.E.1.3:</a>	Distinguish between examples of goods and services. <b>Remarks/Examples:</b> Examples are goods: hamburger; services: sweeping the floor.
<a href="#">SS.1.E.1.4:</a>	Distinguish people as buyers, sellers, and producers of goods and services.
<a href="#">SS.1.E.1.5:</a>	Recognize the importance of saving money for future purchases.
	Identify that people need to make choices because of scarce resources.
<a href="#">SS.1.E.1.6:</a>	<b>Remarks/Examples:</b> Examples are not enough time to do all activities or not enough red crayons.
<a href="#">SS.1.C.1.1:</a>	Explain the purpose of rules and laws in the school and community. <b>Remarks/Examples:</b> Examples are keeping order and ensuring safety.
<a href="#">SS.1.C.1.2:</a>	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

	<p><b>Remarks/Examples:</b> Examples are principals, teachers, parents, government leaders, and police.</p>
<a href="#">SS.1.C.1.3:</a>	<p>Give examples of the use of power without authority in the school and community.</p> <p><b>Remarks/Examples:</b> Examples are bullying, stealing, and peer pressure.</p>
<a href="#">SS.1.C.2.1:</a>	<p>Explain the rights and responsibilities students have in the school community.</p> <p><b>Remarks/Examples:</b> Examples are not littering, coming to school on time, and having a safe learning environment.</p>
<a href="#">SS.1.C.2.2:</a>	<p>Describe the characteristics of responsible citizenship in the school community.</p> <p><b>Remarks/Examples:</b> Examples are follow rules, care about the environment, and respect others.</p>
<a href="#">SS.1.C.2.3:</a>	<p>Identify ways students can participate in the betterment of their school and community.</p> <p><b>Remarks/Examples:</b> Examples are responsible decision making, classroom jobs, and school service projects.</p>
<a href="#">SS.1.C.2.4:</a>	<p>Show respect and kindness to people and animals.</p>
<a href="#">SS.1.C.3.1:</a>	<p>Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p> <p><b>Remarks/Examples:</b> Examples are talking about problems, role playing, listening, and sharing.</p>
<a href="#">SS.1.C.3.2:</a>	<p>Recognize symbols and individuals that represent American constitutional democracy.</p> <p><b>Remarks/Examples:</b> Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.</p>

<a href="#">LAFS.1.RI.1.1:</a>	Ask and answer questions about key details in a text.
<a href="#">LAFS.1.RI.1.2:</a>	Identify the main topic and retell key details of a text.
<a href="#">LAFS.1.RI.1.3:</a>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">LAFS.1.RI.2.4:</a>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<a href="#">LAFS.1.RI.2.5:</a>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<a href="#">LAFS.1.RI.2.6:</a>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<a href="#">LAFS.1.RI.3.7:</a>	Use the illustrations and details in a text to describe its key ideas.
<a href="#">LAFS.1.RI.3.8:</a>	Identify the reasons an author gives to support points in a text.
<a href="#">LAFS.1.RI.3.9:</a>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<a href="#">LAFS.1.RI.4.10:</a>	With prompting and support, read informational texts appropriately complex for grade 1.
<a href="#">LAFS.1.W.1.1:</a>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
<a href="#">LAFS.1.W.1.2:</a>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<a href="#">LAFS.1.W.1.3:</a>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<a href="#">LAFS.1.W.2.5:</a>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">LAFS.1.W.2.6:</a>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<a href="#">LAFS.1.W.3.7:</a>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<a href="#">LAFS.1.W.3.8:</a>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">LAFS.1.SL.1.1:</a>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

	<ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
<a href="#">LAFS.1.SL.1.2:</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<a href="#">LAFS.1.SL.2.4:</a>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in</p>

constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols

they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.1.C.2.4:](#)

Recognize health consequences for not following rules.

**Remarks/Examples:**

Injuries, arguments, hurt feelings, and pollution.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **Social Studies Grade 2 (#5021040)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 5021040

**Abbreviated Title:** SOC STUDIES 2

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 2

### **GENERAL NOTES**

**Who We Are As Americans:** Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access

an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.

### Aligned Clusters

MAFS.2.MD.3: Work with time and money.

MAFS.2.MD.4: Represent and interpret data.

Name	Description
<a href="#">SS.2.A.1.1:</a>	Examine primary and secondary sources.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.
<a href="#">SS.2.A.1.2:</a>	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
<a href="#">SS.2.A.2.1:</a>	Recognize that Native Americans were the first inhabitants in North America.
<a href="#">SS.2.A.2.2:</a>	Compare the cultures of Native American tribes from various geographic regions of the United States.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.
<a href="#">SS.2.A.2.3:</a>	Describe the impact of immigrants on the Native Americans.  <b>Remarks/Examples:</b> Examples are location, clothing, housing, food, major beliefs

	and practices, art, and music.
<a href="#">SS.2.A.2.4:</a>	<p>Explore ways the daily life of people living in Colonial America changed over time.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.</p>
<a href="#">SS.2.A.2.5:</a>	<p>Identify reasons people came to the United States throughout history.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.</p>
<a href="#">SS.2.A.2.6:</a>	<p>Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.</p>
<a href="#">SS.2.A.2.7:</a>	<p>Discuss why immigration continues today.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.</p>
<a href="#">SS.2.A.2.8:</a>	<p>Explain the cultural influences and contributions of immigrants today.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.</p>
<a href="#">SS.2.A.3.1:</a>	<p>Identify terms and designations of time sequence.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, years, decades, centuries.</p>
<a href="#">SS.2.G.1.1:</a>	<p>Use different types of maps (political, physical, and thematic) to identify map elements.</p> <p><b>Remarks/Examples:</b> Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and</p>

	scale.
<a href="#">SS.2.G.1.2:</a>	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
<a href="#">SS.2.G.1.3:</a>	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
<a href="#">SS.2.G.1.4:</a>	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).
<a href="#">SS.2.E.1.1:</a>	Recognize that people make choices because of limited resources.
<a href="#">SS.2.E.1.2:</a>	Recognize that people supply goods and services based on consumer demands.  <b>Remarks/Examples:</b> Examples are housing and jobs.
<a href="#">SS.2.E.1.3:</a>	Recognize that the United States trades with other nations to exchange goods and services.  <b>Remarks/Examples:</b> Examples are clothing, food, toys, cars.
<a href="#">SS.2.E.1.4:</a>	Explain the personal benefits and costs involved in saving and spending.
<a href="#">SS.2.C.1.1:</a>	Explain why people form governments.  <b>Remarks/Examples:</b> Examples are create laws, provide services and structure, safety.
<a href="#">SS.2.C.1.2:</a>	Explain the consequences of an absence of rules and laws.  <b>Remarks/Examples:</b> Examples are lack of order and people get hurt.
<a href="#">SS.2.C.2.1:</a>	Identify what it means to be a United States citizen either by birth or by naturalization.
<a href="#">SS.2.C.2.2:</a>	Define and apply the characteristics of responsible citizenship.  <b>Remarks/Examples:</b> Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.
<a href="#">SS.2.C.2.3:</a>	Explain why United States citizens have guaranteed rights and identify rights.

	<p><b>Remarks/Examples:</b> Examples are right to vote, freedom of speech, and freedom of religion.</p>
<p><a href="#">SS.2.C.2.4:</a></p>	<p>Identify ways citizens can make a positive contribution in their community.</p> <p><b>Remarks/Examples:</b> Examples are volunteering and recycling.</p>
<p><a href="#">SS.2.C.2.5:</a></p>	<p>Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p>
<p><a href="#">SS.2.C.3.1:</a></p>	<p>Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p>
<p><a href="#">SS.2.C.3.2:</a></p>	<p>Recognize symbols, individuals, events, and documents that represent the United States.</p> <p><b>Remarks/Examples:</b> Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.</p>
<p><a href="#">LAFS.2.RI.1.1:</a></p>	<p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>
<p><a href="#">LAFS.2.RI.1.2:</a></p>	<p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
<p><a href="#">LAFS.2.RI.1.3:</a></p>	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
<p><a href="#">LAFS.2.RI.2.4:</a></p>	<p>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>
<p><a href="#">LAFS.2.RI.2.5:</a></p>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>
<p><a href="#">LAFS.2.RI.2.6:</a></p>	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
<p><a href="#">LAFS.2.RI.3.7:</a></p>	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>
<p><a href="#">LAFS.2.RI.3.8:</a></p>	<p>Describe how an author uses reasons to support specific points in a text.</p>
<p><a href="#">LAFS.2.RI.3.9:</a></p>	<p>Compare and contrast the most important points presented by two texts on the same topic.</p>
<p><a href="#">LAFS.2.RI.4.10:</a></p>	<p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the</p>

	grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<a href="#">LAFS.2.W.1.2:</a>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<a href="#">LAFS.2.W.1.3:</a>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<a href="#">LAFS.2.W.2.5:</a>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<a href="#">LAFS.2.W.3.7:</a>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<a href="#">LAFS.2.SL.1.1:</a>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol>
<a href="#">LAFS.2.SL.1.2:</a>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<a href="#">LAFS.2.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<a href="#">LAFS.2.SL.2.4:</a>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<a href="#">HE.2.C.2.4:</a>	<p>Explain the ways that rules make the classroom, school, and community safer.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Walking not running, waiting your turn, and following traffic laws.</p> </div>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1](#): English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Social Studies Grade 3 (#5021050)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 5021050

**Abbreviated Title:** SOC STUDIES 3

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 3

### **GENERAL NOTES**

**Third Grade: The United States Regions and Its Neighbors** - The third grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our county and its neighbors.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts



for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.3.MD.2: Represent and interpret data.

Name	Description
<a href="#">SS.3.A.1.1:</a>	Analyze primary and secondary sources.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.
<a href="#">SS.3.A.1.2:</a>	Utilize technology resources to gather information from primary and secondary sources.
<a href="#">SS.3.A.1.3:</a>	Define terms related to the social sciences.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, history, geography, civics, government, economics.
<a href="#">SS.3.G.1.1:</a>	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.  <b>Remarks/Examples:</b> Types of photographs may include satellite or aerial.
<a href="#">SS.3.G.1.2:</a>	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
<a href="#">SS.3.G.1.3:</a>	Label the continents and oceans on a world map.
<a href="#">SS.3.G.1.4:</a>	Name and identify the purpose of maps (physical, political,

	elevation, population).
<a href="#">SS.3.G.1.5:</a>	Compare maps and globes to develop an understanding of the concept of distortion.
<a href="#">SS.3.G.1.6:</a>	Use maps to identify different types of scale to measure distances between two places. <b>Remarks/Examples:</b> Examples are linear, fractional, word.
<a href="#">SS.3.G.2.1:</a>	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
<a href="#">SS.3.G.2.2:</a>	Identify the five regions of the United States. <b>Remarks/Examples:</b> (i.e., Northeast, Southeast, Midwest, Southwest, West)
<a href="#">SS.3.G.2.3:</a>	Label the states in each of the five regions of the United States.
<a href="#">SS.3.G.2.4:</a>	Describe the physical features of the United States, Canada, Mexico, and the Caribbean. <b>Remarks/Examples:</b> Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.
<a href="#">SS.3.G.2.5:</a>	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. <b>Remarks/Examples:</b> (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)
<a href="#">SS.3.G.2.6:</a>	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
<a href="#">SS.3.G.3.1:</a>	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. <b>Remarks/Examples:</b> (e.g., tundra, sandy soil, humidity, maritime climate)
<a href="#">SS.3.G.3.2:</a>	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. <b>Remarks/Examples:</b> (e.g., water, arable land, oil, phosphate, fish)

<p><a href="#">SS.3.G.4.1:</a></p>	<p>Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.</p> <p><b>Remarks/Examples:</b> Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.</p>
<p><a href="#">SS.3.G.4.2:</a></p>	<p>Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p>
<p><a href="#">SS.3.G.4.3:</a></p>	<p>Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</p> <p><b>Remarks/Examples:</b> Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.</p>
<p><a href="#">SS.3.G.4.4:</a></p>	<p>Identify contributions from various ethnic groups to the United States.</p> <p><b>Remarks/Examples:</b> Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.</p>
<p><a href="#">SS.3.E.1.1:</a></p>	<p>Give examples of how scarcity results in trade.</p> <p><b>Remarks/Examples:</b> Examples are oil, video games, food.</p>
<p><a href="#">SS.3.E.1.2:</a></p>	<p>List the characteristics of money.</p> <p><b>Remarks/Examples:</b> Examples are portable, divisible, recognizable, durable.</p>
<p><a href="#">SS.3.E.1.3:</a></p>	<p>Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p>
<p><a href="#">SS.3.E.1.4:</a></p>	<p>Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.</p>
<p><a href="#">SS.3.C.1.1:</a></p>	<p>Explain the purpose and need for government.</p> <p><b>Remarks/Examples:</b> Examples are safety, organization, services, protection of rights.</p>
<p><a href="#">SS.3.C.1.2:</a></p>	<p>Describe how government gains its power from the people.</p>
<p><a href="#">SS.3.C.1.3:</a></p>	<p>Explain how government was established through a written Constitution.</p>

	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
<a href="#">SS.3.C.2.1:</a>	<p><b>Remarks/Examples:</b> Examples are food drives, book drives, community, clean-up, voting.</p>
<a href="#">SS.3.C.3.1:</a>	Identify the levels of government (local, state, federal).
	Describe how government is organized at the local level.
<a href="#">SS.3.C.3.2:</a>	<p><b>Remarks/Examples:</b> Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.</p>
<a href="#">SS.3.C.3.3:</a>	Recognize that every state has a state constitution.
<a href="#">SS.3.C.3.4:</a>	Recognize that the Constitution of the United States is the supreme law of the land.
<a href="#">LAFS.3.RI.1.1:</a>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<a href="#">LAFS.3.RI.1.2:</a>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<a href="#">LAFS.3.RI.1.3:</a>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<a href="#">LAFS.3.RI.2.4:</a>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<a href="#">LAFS.3.RI.2.5:</a>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<a href="#">LAFS.3.RI.2.6:</a>	Distinguish their own point of view from that of the author of a text.
<a href="#">LAFS.3.RI.3.7:</a>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<a href="#">LAFS.3.RI.3.8:</a>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<a href="#">LAFS.3.RI.3.9:</a>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<a href="#">LAFS.3.RI.4.10:</a>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and

proficiently.

[LAFS.3.W.1.1:](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

[LAFS.3.W.1.2:](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

[LAFS.3.W.1.3:](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

[LAFS.3.W.2.4:](#)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[LAFS.3.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

[LAFS.3.W.2.6:](#)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

<a href="#">LAFS.3.W.3.7:</a>	Conduct short research projects that build knowledge about a topic.
<a href="#">LAFS.3.W.3.8:</a>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<a href="#">LAFS.3.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">LAFS.3.SL.1.1:</a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion.</li> </ol>
<a href="#">LAFS.3.SL.1.2:</a>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.3.SL.1.3:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<a href="#">LAFS.3.SL.2.4:</a>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their</p>

progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course

to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

<p><a href="#">MAFS.K12.MP.6.1:</a></p>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.3.C.2.4:</a></p>	<p>Identify classroom and school rules that promote health and disease prevention.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>



## **Social Studies Grade 4 (#5021060)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 5021060

**Abbreviated Title:** SOC STUDIES 4

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 4

### **GENERAL NOTES**

**Fourth Grade: Florida Studies** - The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

#### **Special Notes:**

Additional content that may be contained in the NAEP Grade 4 Civics assessment includes:

- Definition of government
- American identity
- Costs, benefits of unity/diversity
- Contacting public officials, agencies
- The concept of nation
- Interaction among nations in the areas of trade, diplomacy, cultural context, treaties and agreements, and military force
- Importance of peaceful resolution of international conflicts
- Healthy functioning of American constitutional democracy
- Criteria for selecting leaders

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Additional content that may be contained in the NAEP Grade 4 Geography assessment includes:

- spatial units, features, and patterns
- the earth's environment, its limited capacity, human effect on it

- relationships between and among places, changes in technology affecting connections among people and places
- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

Additional content that may be contained in the NAEP Grade 4 United States History assessment includes:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts

for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.4.MD.2: Represent and interpret data.

Name	Description
<a href="#">HE.4.C.2.4:</a>	<p>Recognize types of school rules and community laws that promote health and disease prevention.</p> <div data-bbox="532 1016 1365 1178" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples may include helmet law, clean indoor air laws, speed limits.</p> </div>
<a href="#">SS.4.A.1.1:</a>	<p>Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <div data-bbox="532 1264 1365 1465" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.</p> </div>
<a href="#">SS.4.A.1.2:</a>	<p>Synthesize information related to Florida history through print and electronic media.</p> <div data-bbox="532 1545 1365 1713" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.</p> </div>
<a href="#">SS.4.A.2.1:</a>	<p>Compare Native American tribes in Florida.</p> <div data-bbox="532 1755 1365 1873" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Apalachee,</p> </div>

	Calusa, Tequesta, Timucua, Tocobaga.
<a href="#">SS.4.A.3.1:</a>	<p>Identify explorers who came to Florida and the motivations for their expeditions.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan deLuna, and an understanding that 2013 is the quincentennial of the founding of Florida.</p>
<a href="#">SS.4.A.3.2:</a>	<p>Describe causes and effects of European colonization on the Native American tribes of Florida.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.</p>
<a href="#">SS.4.A.3.3:</a>	<p>Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements.</p>
<a href="#">SS.4.A.3.4:</a>	<p>Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).</p>
<a href="#">SS.4.A.3.5:</a>	<p>Identify the significance of Fort Mose as the first free African community in the United States.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.</p>
<a href="#">SS.4.A.3.6:</a>	<p>Identify the effects of Spanish rule in Florida.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.</p>
<a href="#">SS.4.A.3.7:</a>	<p>Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</p>
<a href="#">SS.4.A.3.8:</a>	<p>Explain how the Seminole tribe formed and the purpose for their</p>

	migration.
<a href="#">SS.4.A.3.9:</a>	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
<a href="#">SS.4.A.3.10:</a>	Identify the causes and effects of the Seminole Wars.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Jackson's invasion of Florida (First Seminole War), without federal permission.
<a href="#">SS.4.A.4.1:</a>	Explain the effects of technological advances on Florida.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.
<a href="#">SS.4.A.4.2:</a>	Describe pioneer life in Florida.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.
<a href="#">SS.4.A.5.1:</a>	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.  <b>Remarks/Examples:</b> Additional examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry.
<a href="#">SS.4.A.5.2:</a>	Summarize challenges Floridians faced during Reconstruction.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.
<a href="#">SS.4.A.6.1:</a>	Describe the economic development of Florida's major industries.  <b>Remarks/Examples:</b> Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).
<a href="#">SS.4.A.6.2:</a>	Summarize contributions immigrant groups made to Florida.

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.</p>
<p><a href="#">SS.4.A.6.3:</a></p>	<p>Describe the contributions of significant individuals to Florida.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, John Gorrie, Henry Flagler, Henry Plant, Lue Gim Gong, Vincente Martinez Ybor, Julia Tuttle, Mary McLeod Bethune, Thomas Alva Edison, James Weldon Johnson, Marjorie Kinnan Rawlings.</p>
<p><a href="#">SS.4.A.6.4:</a></p>	<p>Describe effects of the Spanish American War on Florida.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.</p>
<p><a href="#">SS.4.A.7.1:</a></p>	<p>Describe the causes and effects of the 1920's Florida land boom and bust.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, land speculation.</p>
<p><a href="#">SS.4.A.7.2:</a></p>	<p>Summarize challenges Floridians faced during the Great Depression.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.</p>
<p><a href="#">SS.4.A.7.3:</a></p>	<p>Identify Florida's role in World War II.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.</p>
<p><a href="#">SS.4.A.8.1:</a></p>	<p>Identify Florida's role in the Civil Rights Movement.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil</p>

	rights pioneers, Harry T. and Harriette V. Moore.
<a href="#">SS.4.A.8.2:</a>	Describe how and why immigration impacts Florida today.
<a href="#">SS.4.A.8.3:</a>	Describe the effect of the United States space program on Florida's economy and growth.
<a href="#">SS.4.A.8.4:</a>	Explain how tourism affects Florida's economy and growth.
<a href="#">SS.4.A.9.1:</a>	Utilize timelines to sequence key events in Florida history.
	Identify physical features of Florida.
<a href="#">SS.4.G.1.1:</a>	<p><b>Remarks/Examples:</b> Examples are bodies of water, location, landforms.</p>
	Locate and label cultural features on a Florida map.
<a href="#">SS.4.G.1.2:</a>	<p><b>Remarks/Examples:</b> Examples are state capitals, major cities, tourist attractions.</p>
	Explain how weather impacts Florida.
<a href="#">SS.4.G.1.3:</a>	<p><b>Remarks/Examples:</b> Examples are hurricanes, thunderstorms, drought, mild climate.</p>
<a href="#">SS.4.G.1.4:</a>	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
<a href="#">SS.4.E.1.1:</a>	<p><b>Remarks/Examples:</b> Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.</p>
	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
<a href="#">SS.4.E.1.2:</a>	<p><b>Remarks/Examples:</b> Examples are tourism, agriculture, phosphate, space industry.</p>
<a href="#">SS.4.C.1.1:</a>	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
<a href="#">SS.4.C.2.1:</a>	Discuss public issues in Florida that impact the daily lives of its citizens.

	<p><b>Remarks/Examples:</b> (e.g., taxes, school accountability)</p>
<p><a href="#">SS.4.C.2.2:</a></p>	<p>Identify ways citizens work together to influence government and help solve community and state problems.</p> <p><b>Remarks/Examples:</b> Examples are voting, petitioning, conservation, recycling.</p>
<p><a href="#">SS.4.C.2.3:</a></p>	<p>Explain the importance of public service, voting, and volunteerism.</p>
<p><a href="#">SS.4.C.3.1:</a></p>	<p>Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.</p>
<p><a href="#">SS.4.C.3.2:</a></p>	<p>Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).</p>
<p><a href="#">LAFS.4.RI.1.1:</a></p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p><a href="#">LAFS.4.RI.1.2:</a></p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
<p><a href="#">LAFS.4.RI.1.3:</a></p>	<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
<p><a href="#">LAFS.4.RI.2.4:</a></p>	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>
<p><a href="#">LAFS.4.RI.2.5:</a></p>	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
<p><a href="#">LAFS.4.RI.2.6:</a></p>	<p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
<p><a href="#">LAFS.4.RI.3.7:</a></p>	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
<p><a href="#">LAFS.4.RI.3.8:</a></p>	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p>
<p><a href="#">LAFS.4.RI.3.9:</a></p>	<p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p><a href="#">LAFS.4.RI.4.10:</a></p>	<p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>



Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[LAFS.4.W.1.1:](#)

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[LAFS.4.W.1.2:](#)

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[LAFS.4.W.1.3:](#)

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

<a href="#">LAFS.4.W.2.4:</a>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.4.W.2.5:</a>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<a href="#">LAFS.4.W.2.6:</a>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<a href="#">LAFS.4.W.3.7:</a>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<a href="#">LAFS.4.W.3.8:</a>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<a href="#">LAFS.4.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ol>
<a href="#">LAFS.4.W.3.9b:</a>	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<a href="#">LAFS.4.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">LAFS.4.SL.1.1:</a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out</li> </ol>

assigned roles.

- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

[LAFS.4.SL.1.2:](#)

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[LAFS.4.SL.1.3:](#)

Identify the reasons and evidence a speaker provides to support particular points.

[LAFS.4.SL.2.4:](#)

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.3.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in

constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols

	they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Social Studies Grade 5 (#5021070)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 5021070

**Abbreviated Title:** SOC STUDIES 5

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 5

### **GENERAL NOTES**

**Fifth Grade: United States History** - The fifth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American History. So that students can see clearly the relationship between cause and effect in history, students should also have the opportunity to understand how individuals and events of this period influenced later events in the development of our nation.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.5.MD.2: Represent and interpret data.

Name	Description
<a href="#">HE.5.C.2.4:</a>	Give examples of school and public health policies that influence health promotion and disease prevention.  <b>Remarks/Examples:</b> Some examples may include head lice guidelines, seat belt and child restraint laws, helmet laws, fire drills, school bus rules.
<a href="#">SS.5.A.1.1:</a>	Use primary and secondary sources to understand history.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.
<a href="#">SS.5.A.1.2:</a>	Utilize timelines to identify and discuss American History time periods.
<a href="#">SS.5.A.2.1:</a>	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).  <b>Remarks/Examples:</b> Examples may include, but are not limited to, those listed in the benchmark.

<p><a href="#">SS.5.A.2.2:</a></p>	<p>Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, those listed in the benchmark.</p>
<p><a href="#">SS.5.A.2.3:</a></p>	<p>Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.</p>
<p><a href="#">SS.5.A.3.1:</a></p>	<p>Describe technological developments that shaped European exploration.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.</p>
<p><a href="#">SS.5.A.3.2:</a></p>	<p>Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.</p> <p><b>Remarks/Examples:</b> In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.</p>
<p><a href="#">SS.5.A.3.3:</a></p>	<p>Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.</p>
<p><a href="#">SS.5.A.4.1:</a></p>	<p>Identify the economic, political and socio-cultural motivation for colonial settlement.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade..</p>



<p><a href="#">SS.5.A.4.2:</a></p>	<p>Compare characteristics of New England, Middle, and Southern colonies.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.</p>
<p><a href="#">SS.5.A.4.3:</a></p>	<p>Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.</p>
<p><a href="#">SS.5.A.4.4:</a></p>	<p>Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.</p>
<p><a href="#">SS.5.A.4.5:</a></p>	<p>Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</p>
<p><a href="#">SS.5.A.4.6:</a></p>	<p>Describe the introduction, impact, and role of slavery in the colonies.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).</p>
<p><a href="#">SS.5.G.1.1:</a></p>	<p>Interpret current and historical information using a variety of geographic tools.</p> <p><b>Remarks/Examples:</b>  Examples are maps, globes, Geographic Information Systems (GIS).</p>
<p><a href="#">SS.5.G.1.2:</a></p>	<p>Use latitude and longitude to locate places.</p>
<p><a href="#">SS.5.G.1.3:</a></p>	<p>Identify major United States physical features on a map of North America.</p>

	<p><b>Remarks/Examples:</b>  Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.</p>
<a href="#">SS.5.G.1.4:</a>	Construct maps, charts, and graphs to display geographic information.
<a href="#">SS.5.G.1.5:</a>	Identify and locate the original thirteen colonies on a map of North America.
<a href="#">SS.5.G.1.6:</a>	Locate and identify states, capitals, and United States Territories on a map.
<a href="#">SS.5.G.2.1:</a>	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
<a href="#">SS.5.G.3.1:</a>	Describe the impact that past natural events have had on human and physical environments in the United States through 1850.
	<p><b>Remarks/Examples:</b>  An example is the harsh winter in Jamestown.</p>
<a href="#">SS.5.G.4.1:</a>	Use geographic knowledge and skills when discussing current events.
	<p><b>Remarks/Examples:</b>  Examples are recognizing patterns, mapping, graphing.</p>
<a href="#">SS.5.G.4.2:</a>	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.
<a href="#">SS.5.E.1.1:</a>	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
	<p><b>Remarks/Examples:</b>  Examples are Triangular Trade and tobacco.</p>
<a href="#">SS.5.E.1.2:</a>	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
<a href="#">SS.5.E.1.3:</a>	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
	<p><b>Remarks/Examples:</b>  Examples are Franklin stove, bifocals, double sided needle,</p>

	cotton gin, Turtle submarine.
<a href="#">SS.5.E.2.1:</a>	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
<a href="#">SS.5.C.1.1:</a>	Explain how and why the United States government was created.
<a href="#">SS.5.C.1.2:</a>	Define a constitution, and discuss its purposes.
	Explain the definition and origin of rights.
<a href="#">SS.5.C.1.3:</a>	<p><b>Remarks/Examples:</b>  Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.</p>
<a href="#">SS.5.C.1.4:</a>	Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
<a href="#">SS.5.C.1.5:</a>	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
<a href="#">SS.5.C.1.6:</a>	Compare Federalist and Anti-Federalist views of government.
<a href="#">SS.5.C.2.1:</a>	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.
	Compare forms of political participation in the colonial period to today.
<a href="#">SS.5.C.2.2:</a>	<p><b>Remarks/Examples:</b>  Examples are who participated and how they participated.</p>
<a href="#">SS.5.C.2.3:</a>	Analyze how the Constitution has expanded voting rights from our nation's early history to today.
	Evaluate the importance of civic responsibilities in American democracy.
<a href="#">SS.5.C.2.4:</a>	<p><b>Remarks/Examples:</b>  Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.</p>
	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
<a href="#">SS.5.C.2.5:</a>	<p><b>Remarks/Examples:</b>  Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.</p>
<a href="#">SS.5.C.3.1:</a>	Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

<a href="#">SS.5.C.3.2:</a>	Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
<a href="#">SS.5.C.3.3:</a>	<p>Give examples of powers granted to the federal government and those reserved for the states.</p> <div data-bbox="532 426 1369 590" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are coining money, declaring war, creating public schools, making traffic laws.</p> </div>
<a href="#">SS.5.C.3.4:</a>	<p>Describe the amendment process as defined in Article V of the Constitution and give examples.</p> <div data-bbox="532 674 1369 800" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are the Bill of Rights and 26th Amendment.</p> </div>
<a href="#">SS.5.C.3.5:</a>	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
<a href="#">SS.5.C.3.6:</a>	Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
<a href="#">SS.5.A.5.1:</a>	<p>Identify and explain significant events leading up to the American Revolution.</p> <div data-bbox="532 1083 1369 1318" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.</p> </div>
<a href="#">SS.5.A.5.2:</a>	<p>Identify significant individuals and groups who played a role in the American Revolution.</p> <div data-bbox="532 1404 1369 1713" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.</p> </div>
<a href="#">SS.5.A.5.3:</a>	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.</p>
<p><a href="#">SS.5.A.5.4:</a></p>	<p>Examine and explain the changing roles and impact of significant women during the American Revolution.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.</p>
<p><a href="#">SS.5.A.5.5:</a></p>	<p>Examine and compare major battles and military campaigns of the American Revolution.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.</p>
<p><a href="#">SS.5.A.5.6:</a></p>	<p>Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.</p>
<p><a href="#">SS.5.A.5.7:</a></p>	<p>Explain economic, military, and political factors which led to the end of the Revolutionary War.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.</p>
<p><a href="#">SS.5.A.5.8:</a></p>	<p>Evaluate the personal and political hardships resulting from the American Revolution.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.</p>
<p><a href="#">SS.5.A.5.9:</a></p>	<p>Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</p>

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, those listed in the benchmark.</p>
<a href="#">SS.5.A.5.10:</a>	<p>Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."</p>
<a href="#">SS.5.A.6.1:</a>	<p>Describe the causes and effects of the Louisiana Purchase.</p>
<a href="#">SS.5.A.6.2:</a>	<p>Identify roles and contributions of significant people during the period of westward expansion.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.</p>
<a href="#">SS.5.A.6.3:</a>	<p>Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.</p> <p><b>Remarks/Examples:</b> In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.</p>
<a href="#">SS.5.A.6.4:</a>	<p>Explain the importance of the explorations west of the Mississippi River.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.</p>
<a href="#">SS.5.A.6.5:</a>	<p>Identify the causes and effects of the War of 1812.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.</p>
<a href="#">SS.5.A.6.6:</a>	<p>Explain how westward expansion affected Native Americans.</p>

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.</p>
<a href="#">SS.5.A.6.7:</a>	Discuss the concept of Manifest Destiny.
<a href="#">SS.5.A.6.8:</a>	Describe the causes and effects of the Missouri Compromise.
	Describe the hardships of settlers along the overland trails to the west.
<a href="#">SS.5.A.6.9:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.</p>
<a href="#">LAFS.5.RI.1.1:</a>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<a href="#">LAFS.5.RI.1.2:</a>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<a href="#">LAFS.5.RI.1.3:</a>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<a href="#">LAFS.5.RI.2.4:</a>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<a href="#">LAFS.5.RI.2.5:</a>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<a href="#">LAFS.5.RI.2.6:</a>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<a href="#">LAFS.5.RI.3.7:</a>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<a href="#">LAFS.5.RI.3.8:</a>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<a href="#">LAFS.5.RI.3.9:</a>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<a href="#">LAFS.5.RI.4.10:</a>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<a href="#">LAFS.5.W.1.1:</a>	Write opinion pieces on topics or texts, supporting a point of view

with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[LAFS.5.W.1.2:](#)

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[LAFS.5.W.1.3:](#)

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated



	experiences or events.
<a href="#">LAFS.5.W.2.4:</a>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.5.W.2.5:</a>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.5.W.2.6:</a>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
<a href="#">LAFS.5.W.3.7:</a>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<a href="#">LAFS.5.W.3.8:</a>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<a href="#">LAFS.5.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ol>
<a href="#">LAFS.5.W.3.9b:</a>	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<a href="#">LAFS.5.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">LAFS.5.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
<a href="#">LAFS.5.SL.1.2:</a>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.5.SL.1.3:</a>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<a href="#">LAFS.5.SL.2.4:</a>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the</p>

approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They

are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **M/J United States Economics Geography (#2104030)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104030

**Abbreviated Title:** M/J US ECON & GEO

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

### **GENERAL NOTES**

The social studies curriculum for this course consists of the following content area strands: American History, Geography, Economics, Civics and Government. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about economic activity and patterns in the United States. Content should include, but not be limited to, interpreting economic activity in terms of location, population, demographics, historical change, and land use. Students will study methods of historical inquiry and primary and secondary historical documents.

**Mathematics Benchmark Guidance:** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or

produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Aligned Clusters:

MAFS.6.SP.1 Summarize and describe distributions.

MAFS.7.SP.2 Draw informal comparative inferences about two populations.

Name	Description
<a href="#">SS.7.C.2.2:</a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#">SS.7.C.3.14:</a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#">SS.7.E.1.1:</a>	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
<a href="#">SS.7.E.1.2:</a>	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
<a href="#">SS.7.E.1.3:</a>	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
<a href="#">SS.7.E.1.4:</a>	Discuss the function of financial institutions in the development of a market economy.
<a href="#">SS.7.E.1.5:</a>	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
<a href="#">SS.7.E.1.6:</a>	Compare the national budget process to the personal budget process.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>              Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</p> </div>
<a href="#">SS.7.E.2.1:</a>	Explain how federal, state, and local taxes support the economy as a function of the United States government.
<a href="#">SS.7.E.2.2:</a>	Describe the banking system in the United States and its impact

	on the money supply.
	<p><b>Remarks/Examples:</b> Examples are the Federal Reserve System and privately owned banks.</p>
<a href="#">SS.7.E.2.3:</a>	Identify and describe United States laws and regulations adopted to promote economic competition.
<a href="#">SS.7.E.2.4:</a>	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
	Explain how economic institutions impact the national economy.
<a href="#">SS.7.E.2.5:</a>	<p><b>Remarks/Examples:</b> Examples are the stock market, banks, credit unions.</p>
<a href="#">SS.7.E.3.1:</a>	Explain how international trade requires a system for exchanging currency between and among nations.
<a href="#">SS.7.E.3.2:</a>	Assess how the changing value of currency affects trade of goods and services between nations.
<a href="#">SS.7.E.3.3:</a>	Compare and contrast a single resource economy with a diversified economy.
<a href="#">SS.7.E.3.4:</a>	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
<a href="#">SS.7.G.1.1:</a>	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
	Locate on a world map the territories and protectorates of the United States of America.
<a href="#">SS.7.G.1.2:</a>	<p><b>Remarks/Examples:</b> Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</p>
<a href="#">SS.7.G.1.3:</a>	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
	Locate major cultural landmarks that are emblematic of the United States.
<a href="#">SS.7.G.2.1:</a>	<p><b>Remarks/Examples:</b> Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
<a href="#">SS.7.G.2.2:</a>	Locate major physical landmarks that are emblematic of the United States.

	<p><b>Remarks/Examples:</b> Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
<p><a href="#">SS.7.G.2.3:</a></p>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</p>
<p><a href="#">SS.7.G.2.4:</a></p>	<p>Describe current major cultural regions of North America.</p> <p><b>Remarks/Examples:</b> Examples are the South, Rust-belt, Silicon Valley.</p>
<p><a href="#">SS.7.G.3.1:</a></p>	<p>Use maps to describe the location, abundance, and variety of natural resources in North America.</p>
<p><a href="#">SS.7.G.4.1:</a></p>	<p>Use geographic terms and tools to explain cultural diffusion throughout North America.</p>
<p><a href="#">SS.7.G.4.2:</a></p>	<p>Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.</p>
<p><a href="#">SS.7.G.5.1:</a></p>	<p>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.</p> <p><b>Remarks/Examples:</b> Examples are tri-county mangrove decimation, beach erosion.</p>
<p><a href="#">SS.7.G.6.1:</a></p>	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</p> <p><b>Remarks/Examples:</b> Examples are population density, changes in census data, and district reapportionment over time.</p>
<p><a href="#">LAFS.7.SL.1.1:</a></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ol>



	<ul style="list-style-type: none"> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<a href="#">LAFS.7.SL.1.2:</a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">LAFS.7.SL.2.4:</a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.68.WHST.1.1:</a>	<ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> </ul>

- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.68.WHST.2.4:](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.68.WHST.2.5:](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.68.WHST.2.6:](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[LAFS.68.WHST.3.7:](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[LAFS.68.WHST.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.68.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[MAFS.K12.MP.1.1:](#)

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need.

Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.3.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about

data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give

carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.8.P.8.2:](#)

Justify a health-enhancing position on a topic and support it with accurate information.

**Remarks/Examples:**

Abstinence from unhealthy behaviors, gun-safety laws, legal-age limits, bullying laws, and zero tolerance.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **M/J United States Economics & Geography Advanced (#2104035)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104035

**Abbreviated Title:** M/J US ECON&GEO ADV

**Course Length:** Semester (S)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

### **GENERAL NOTES**

**M/J United States Economics and Geography** - The social studies curriculum for this course consists of the following content area strands: American History, Geography, Economics, Civics and Government. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about economic activity and patterns in the United States. Content should include, but not be limited to, interpreting economic activity in terms of location, population, demographics, historical change, and land use. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance:** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

Aligned clusters:

MAFS.6.SP.1 Summarize and describe distributions.

MAFS.7.SP.2 Draw informal comparative inferences about two populations.

Name	Description
<a href="#">SS.7.C.2.2:</a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#">SS.7.C.3.14:</a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#">SS.7.E.1.1:</a>	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
<a href="#">SS.7.E.1.2:</a>	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
<a href="#">SS.7.E.1.3:</a>	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
<a href="#">SS.7.E.1.4:</a>	Discuss the function of financial institutions in the development of a market economy.

<a href="#">SS.7.E.1.5:</a>	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
	Compare the national budget process to the personal budget process.
<a href="#">SS.7.E.1.6:</a>	<p><b>Remarks/Examples:</b> Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</p>
<a href="#">SS.7.E.2.1:</a>	Explain how federal, state, and local taxes support the economy as a function of the United States government.
	Describe the banking system in the United States and its impact on the money supply.
<a href="#">SS.7.E.2.2:</a>	<p><b>Remarks/Examples:</b> Examples are the Federal Reserve System and privately owned banks.</p>
<a href="#">SS.7.E.2.3:</a>	Identify and describe United States laws and regulations adopted to promote economic competition.
<a href="#">SS.7.E.2.4:</a>	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
	Explain how economic institutions impact the national economy.
<a href="#">SS.7.E.2.5:</a>	<p><b>Remarks/Examples:</b> Examples are the stock market, banks, credit unions.</p>
<a href="#">SS.7.E.3.1:</a>	Explain how international trade requires a system for exchanging currency between and among nations.
<a href="#">SS.7.E.3.2:</a>	Assess how the changing value of currency affects trade of goods and services between nations.
<a href="#">SS.7.E.3.3:</a>	Compare and contrast a single resource economy with a diversified economy.
<a href="#">SS.7.E.3.4:</a>	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
<a href="#">SS.7.G.1.1:</a>	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
	Locate on a world map the territories and protectorates of the United States of America.
<a href="#">SS.7.G.1.2:</a>	<p><b>Remarks/Examples:</b> Examples are American Samoa, Guam, Puerto Rico, U.S.</p>



	Virgin Islands.
<a href="#">SS.7.G.1.3:</a>	Interpret maps to identify geopolitical divisions and boundaries of places in North America.
<a href="#">SS.7.G.2.1:</a>	<p>Locate major cultural landmarks that are emblematic of the United States.</p> <p><b>Remarks/Examples:</b>  Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
<a href="#">SS.7.G.2.2:</a>	<p>Locate major physical landmarks that are emblematic of the United States.</p> <p><b>Remarks/Examples:</b>  Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
<a href="#">SS.7.G.2.3:</a>	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
<a href="#">SS.7.G.2.4:</a>	<p>Describe current major cultural regions of North America.</p> <p><b>Remarks/Examples:</b>  Examples are the South, Rust-belt, Silicon Valley.</p>
<a href="#">SS.7.G.3.1:</a>	Use maps to describe the location, abundance, and variety of natural resources in North America.
<a href="#">SS.7.G.4.1:</a>	Use geographic terms and tools to explain cultural diffusion throughout North America.
<a href="#">SS.7.G.4.2:</a>	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
<a href="#">SS.7.G.5.1:</a>	<p>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.</p> <p><b>Remarks/Examples:</b>  Examples are tri-county mangrove decimation, beach erosion.</p>
<a href="#">SS.7.G.6.1:</a>	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</p> <p><b>Remarks/Examples:</b></p>

Examples are population density, changes in census data, and district reapportionment over time.

[LAFS.7.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

[LAFS.7.SL.1.2:](#)

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

[LAFS.7.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[LAFS.68.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[LAFS.68.RH.1.3:](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

[LAFS.68.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[LAFS.68.RH.2.5:](#)

Describe how a text presents information (e.g., sequentially,

	comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.68.WHST.1.1:</a>	<ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<a href="#">LAFS.68.WHST.1.2:</a>	<ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>

<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">LAFS.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#">LAFS.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask</p>

themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such

	<p>as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><a href="#">MAFS.K12.MP.6.1:</a></p>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.7.P.8.2:</a></p>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <div data-bbox="545 909 1369 1035" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Bullying prevention, Internet safety, and nutritional choices.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **M/J United States History Digital Technologies (#2100035)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2100035

**Abbreviated Title:** M/J USHIST & DIGTECH

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Digital Technologies** - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

#### **Web Technologies**

01.0 Demonstrate proficiency planning an effective website.

01.01 Create a site map and associated wireframes for a website.

01.02 Develop an effective site map for a website.

01.03 Create page layout wireframes for a website.

02.0 Demonstrate an understanding of webpage construction, operation, and function.

02.01 Categorize websites according to their purpose and domain.

02.02 Identify elements of a webpage.

02.03 Define basic HTML terminology.

02.04 Critique the aesthetic and functional operation of sample websites.

03.0 Apply the principles of design in the preparation of a webpage.

03.01 Apply best practices in visual design (e.g., color schemes, fonts, navigation methods, pagination).

03.02 Explain the key concepts of meeting client needs.

03.03 Apply the principles of Human Computer Interface (HCI) to design and develop an

effective look and feel for a website.

03.04 Design and create a webpage for optimal display in multiple browsers.

03.05 Create an appropriate directory structure, naming convention protocol, and file organization for a website.

04.0 Demonstrate proficiency in using a GUI editor, web design, or web animation software for web page design.

04.01 Create and apply style sheets for consistent website design.

04.02 Create and edit images and photographs for Web pages using digital imaging software (e.g., ImageReady in Photoshop).

04.03 Demonstrate knowledge of image formats related to photos and graphics on the Internet (e.g. Graphic: TIFF, BMP, EPS, Web: JPEG, GIF, PNG, et al).

04.04 Save and export a photograph to the Web in the format best for image quality and file size.

04.05 Build, optimize, edit, and test web pages for publication.

04.06 Demonstrate an understanding of network and web implementation issues (e.g., bandwidth, compression, streaming).

04.07 Compare and contrast various methods by which information may be accessed on the Internet/Intranet (e.g., FTP, telnet, browser).

04.08 Demonstrate an understanding of file encryption methods (e.g., secure server, unsecured server).

05.0 Demonstrate proficiency using web development tools and techniques to enhance a website's interactivity, appeal, or performance.

05.01 Compare and contrast writing HTML using a text editor versus using a Graphical User Interface (GUI) editor.

05.02 Design and create an effective web page template.

05.03 Create attractive, engaging, and efficient web pages using a GUI editor.

05.04 Insert audio files into a Web page.

05.05 Create, edit and integrate video files into a Web page.

05.06 Create, edit and integrate animation files into a Web page.

05.07 Use Dynamic HTML (DHTML) to enhance webpage interactivity.

05.08 Create webpages using basic HTML tags (e.g., links, lists, character styles, text alignment, tables).

06.0 Prepare a website for launch.

06.01 Evaluate a website for basic usability and accessibility issues.

06.02 List the steps that are necessary to determine when a website is ready to launch.

06.03 Develop a User Testing Plan that includes validating the operation of all navigation, display, and media functions and features.

06.04 Demonstrate the ability to organize and execute a user testing of a website.

06.05 Use File Transfer Protocol (FTP) to publish all website files to the Internet.

06.06 Monitor website performance metrics (e.g., visitor count, downloads, et al) using host-based information tools.

**Special Notes:**



Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors,

please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned clusters:

MAFS.6.SP.1 Summarize and describe distributions.

Name	Description
<a href="#">SS.8.A.1.1:</a>	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.  <b>Remarks/Examples:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a> .
<a href="#">SS.8.A.1.2:</a>	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
<a href="#">SS.8.A.1.3:</a>	Analyze current events relevant to American History topics through a variety of electronic and print media resources.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.
<a href="#">SS.8.A.1.4:</a>	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
<a href="#">SS.8.A.1.5:</a>	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
<a href="#">SS.8.A.1.6:</a>	Compare interpretations of key events and issues throughout American History.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, historiography.
<a href="#">SS.8.A.1.7:</a>	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

<p><a href="#">SS.8.A.2.1:</a></p>	<p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</p> <p><b>Remarks/Examples:</b> This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>
<p><a href="#">SS.8.A.2.2:</a></p>	<p>Compare the characteristics of the New England, Middle, and Southern colonies.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>
<p><a href="#">SS.8.A.2.3:</a></p>	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>
<p><a href="#">SS.8.A.2.4:</a></p>	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p>
<p><a href="#">SS.8.A.2.5:</a></p>	<p>Discuss the impact of colonial settlement on Native American populations.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p>
<p><a href="#">SS.8.A.2.6:</a></p>	<p>Examine the causes, course, and consequences of the French and Indian War.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade</p>

	competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.
<a href="#">SS.8.A.2.7:</a>	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
<a href="#">SS.8.A.3.1:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</p>
	Explain American colonial reaction to British policy from 1763 - 1774.
<a href="#">SS.8.A.3.2:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</p>
	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
<a href="#">SS.8.A.3.3:</a>	<p><b>Remarks/Examples:</b>  Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p>
	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
<a href="#">SS.8.A.3.4:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>
	Describe the influence of individuals on social and political developments during the Revolutionary era.
<a href="#">SS.8.A.3.5:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</p>
<a href="#">SS.8.A.3.6:</a>	Examine the causes, course, and consequences of the American

	<p>Revolution.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>
<a href="#">SS.8.A.3.7:</a>	Examine the structure, content, and consequences of the Declaration of Independence.
	<p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</p>
<a href="#">SS.8.A.3.8:</a>	
<a href="#">SS.8.A.3.9:</a>	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
<a href="#">SS.8.A.3.10:</a>	
<a href="#">SS.8.A.3.11:</a>	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
	Examine the influences of George Washington's presidency in the formation of the new nation.
<a href="#">SS.8.A.3.12:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</p>
	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
<a href="#">SS.8.A.3.13:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but aren ot limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</p>

<p><a href="#">SS.8.A.3.14:</a></p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.</p>
<p><a href="#">SS.8.A.3.15:</a></p>	<p>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).</p>
<p><a href="#">SS.8.A.3.16:</a></p>	<p>Examine key events in Florida history as each impacts this era of American history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p>
<p><a href="#">SS.8.A.4.1:</a></p>	<p>Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</p>
<p><a href="#">SS.8.A.4.2:</a></p>	<p>Describe the debate surrounding the spread of slavery into western territories and Florida.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p>
<p><a href="#">SS.8.A.4.3:</a></p>	<p>Examine the experiences and perspectives of significant individuals and groups during this era of American History.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p>
<p><a href="#">SS.8.A.4.4:</a></p>	<p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</p>
<p><a href="#">SS.8.A.4.5:</a></p>	<p>Explain the causes, course, and consequences of the 19th century</p>

	transportation revolution on the growth of the nation's economy.
	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p>
<a href="#">SS.8.A.4.6:</a>	Identify technological improvements (inventions/inventors) that contributed to industrial growth.
	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</p>
<a href="#">SS.8.A.4.7:</a>	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
<a href="#">SS.8.A.4.8:</a>	Describe the influence of individuals on social and political developments of this era in American History.
	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</p>
<a href="#">SS.8.A.4.9:</a>	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.</p>
<a href="#">SS.8.A.4.10:</a>	Analyze the impact of technological advancements on the agricultural economy and slave labor.
	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.</p>
<a href="#">SS.8.A.4.11:</a>	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
<a href="#">SS.8.A.4.12:</a>	Examine the effects of the 1804 Haitian Revolution on the United

	States acquisition of the Louisiana Territory.
<a href="#">SS.8.A.4.13:</a>	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
<a href="#">SS.8.A.4.14:</a>	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
<a href="#">SS.8.A.4.15:</a>	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
	Identify key ideas and influences of Jacksonian democracy.
<a href="#">SS.8.A.4.16:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.</p>
	Examine key events and peoples in Florida history as each impacts this era of American history.
<a href="#">SS.8.A.4.17:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</p>
	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
<a href="#">SS.8.A.4.18:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>
<a href="#">SS.8.A.5.1:</a>	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
	Analyze the role of slavery in the development of sectional conflict.
<a href="#">SS.8.A.5.2:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Abolition</p>



	<p>Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</p>
<p><a href="#">SS.8.A.5.3:</a></p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.</p> <p><b>Remarks/Examples:</b>  Examples may include, but aren't limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.</p>
<p><a href="#">SS.8.A.5.4:</a></p>	<p>Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.</p>
<p><a href="#">SS.8.A.5.5:</a></p>	<p>Compare Union and Confederate strengths and weaknesses.</p> <p><b>Remarks/Examples:</b>  Examples may include, but aren't limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.</p>
<p><a href="#">SS.8.A.5.6:</a></p>	<p>Compare significant Civil War battles and events and their effects on civilian populations.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.</p>
<p><a href="#">SS.8.A.5.7:</a></p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.</p>
<p><a href="#">SS.8.A.5.8:</a></p>	<p>Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction,</p>

	Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
<a href="#">SS.8.C.1.1:</a>	Identify the constitutional provisions for establishing citizenship.
<a href="#">SS.8.C.1.2:</a>	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
<a href="#">SS.8.C.1.3:</a>	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
<a href="#">SS.8.C.1.4:</a>	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
<a href="#">SS.8.C.1.5:</a>	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
<a href="#">SS.8.C.1.6:</a>	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
<a href="#">SS.8.C.2.1:</a>	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
<a href="#">SS.8.E.1.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.</p> </div>
<a href="#">SS.8.E.2.1:</a>	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
	Explain the economic impact of government policies.
<a href="#">SS.8.E.2.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.</p> </div>
<a href="#">SS.8.E.2.3:</a>	Assess the role of Africans and other minority groups in the economic development of the United States.
	Evaluate domestic and international interdependence.
<a href="#">SS.8.E.3.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	Examples are triangular trade routes and regional exchange of resources.
<a href="#">SS.8.G.1.1:</a>	Use maps to explain physical and cultural attributes of major regions throughout American history.
<a href="#">SS.8.G.1.2:</a>	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
<a href="#">SS.8.G.2.1:</a>	<p><b>Remarks/Examples:</b>  Examples of physical elements are climate, terrain, resources.  Examples of human elements are religion, government, economy, language, demography.</p>
<a href="#">SS.8.G.2.2:</a>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
	<p><b>Remarks/Examples:</b>  Examples are cataclysmic natural disasters, shipwrecks.</p>
<a href="#">SS.8.G.2.3:</a>	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
<a href="#">SS.8.G.3.1:</a>	Locate and describe in geographic terms the major ecosystems of the United States.
<a href="#">SS.8.G.3.2:</a>	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
<a href="#">SS.8.G.4.1:</a>	Interpret population growth and other demographic data for any given place in the United States throughout its history.
<a href="#">SS.8.G.4.2:</a>	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
<a href="#">SS.8.G.4.3:</a>	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
<a href="#">SS.8.G.4.4:</a>	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
<a href="#">SS.8.G.4.5:</a>	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
<a href="#">SS.8.G.4.6:</a>	Use political maps to describe changes in boundaries and governance throughout American history.

<a href="#">SS.8.G.5.1:</a>	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
<a href="#">SS.8.G.5.2:</a>	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> Examples are deforestation, urbanization, agriculture.</div>
<a href="#">SS.8.G.6.1:</a>	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
<a href="#">SS.8.G.6.2:</a>	Illustrate places and events in U.S. history through the use of narratives and graphic representations. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> Examples are maps, graphs, tables.</div>
<a href="#">LAFS.8.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>
<a href="#">LAFS.8.SL.1.2:</a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<a href="#">LAFS.8.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<a href="#">LAFS.8.SL.2.4:</a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and

	clear pronunciation.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LAFS.68.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#">LAFS.68.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include</li> </ol>

	<p>formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">LAFS.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#">LAFS.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#">LAFS.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if</p>

necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and

[MAFS.K12.MP.5.1:](#)

	<p>solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><a href="#">MAFS.K12.MP.6.1:</a></p>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.8.C.2.4:</a></p>	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <div data-bbox="545 1129 1430 1331" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>



## **M/J World Geography and Digital Technologies (#2103017)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2103017

**Abbreviated Title:** M/J WORLDGEO & DIGTECH

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Digital Technologies** - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

#### **Communications Technologies**

01.0 Demonstrate proficiency locating information on the Internet.

01.01 Identify and describe web terminology.

01.02 Define Universal Resource Locators (URLs) and associated protocols (e.g., http, ftp, telnet, mailto).

01.03 Compare and contrast the types of Internet domains (e.g., .com, .org, .edu, .gov, .net, .mil).

01.04 Adhere to cyberethics, copyright laws, and regulatory control.

01.05 Describe the human element of Internet security, specifically social engineering techniques for obtaining private or identification information.

01.06 Demonstrate proficiency using search engines, including Boolean search strategies.

01.07 Demonstrate proficiency using various web tools (e.g., downloading of files, transfer of files, telnet, PDF, etc.).

01.08 Compare and contrast the roles of web servers and web browsers.

02.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.

02.01 Characterize effective writing styles and conventions for the web.

02.02 Use word processing software to create effective written content for the web.

02.03 Use graphics software to create message-driven graphical content for use on a webpage.

02.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clipart, CD-ROMs).

02.05 Create and edit images using image or graphic design software.

03.0 Perform e-mail activities.

03.01 Describe e-mail capabilities and functions.

03.02 Identify components of an e-mail message.

03.03 Identify the components of an e-mail address.

03.04 Attach a file to an e-mail message.

03.05 Forward an e-mail message to one or more addressees.

03.06 Use an address book.

03.07 Reply to an e-mail message.

03.08 Use the Internet to perform e-mail activities.

03.09 Identify the appropriate use of e-mail and demonstrate related e-mail etiquette.

04.0 Use Web 2.0 or Internet-based collaborative technology (e.g., Wikis, Wimba, Moodle, Facebook) to facilitate a web development project.

04.01 Create and use a wiki or similar collaborative environment for communicating and sharing among web development project team members.

04.02 Create and use a social media page (e.g., Facebook, Wimba, Moodle) to share and publish web components (e.g., content, images, graphics, videos) for gauging visitor reaction and obtaining feedback.

### **Special Notes:**

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf>

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices

also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Cluster:**

MAFS.6.SP.1 Summarize and describe distributions.

Name	Description
<a href="#">SS.6.W.1.1:</a>	Use timelines to identify chronological order of historical events.
	Interpret primary and secondary sources.
<a href="#">SS.6.W.1.3:</a>	<b>Remarks/Examples:</b>
	Examples are artifacts, images, auditory sources, written

	sources.
<a href="#">SS.6.W.1.4:</a>	Describe the methods of historical inquiry and how history relates to the other social sciences.  <b>Remarks/Examples:</b> Examples are archaeology, geography, political science, economics.
<a href="#">SS.6.W.1.6:</a>	Describe how history transmits culture and heritage and provides models of human character.
<a href="#">SS.6.E.1.1:</a>	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
<a href="#">SS.6.E.1.3:</a>	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
<a href="#">SS.6.E.2.1:</a>	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
<a href="#">SS.6.E.3.1:</a>	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
<a href="#">SS.6.E.3.2:</a>	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
<a href="#">SS.6.E.3.3:</a>	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
<a href="#">SS.6.E.3.4:</a>	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
<a href="#">SS.6.G.1.1:</a>	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
<a href="#">SS.6.G.1.2:</a>	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
<a href="#">SS.6.G.1.3:</a>	Identify natural wonders of the ancient world.  <b>Remarks/Examples:</b> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
<a href="#">SS.6.G.1.4:</a>	Utilize tools geographers use to study the world.

	<p><b>Remarks/Examples:</b> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</p>
<a href="#">SS.6.G.1.5:</a>	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
<a href="#">SS.6.G.1.6:</a>	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <p><b>Remarks/Examples:</b> Examples are major rivers, seas, oceans.</p>
<a href="#">SS.6.G.1.7:</a>	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <p><b>Remarks/Examples:</b> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</p>
<a href="#">SS.6.G.2.1:</a>	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
<a href="#">SS.6.G.2.2:</a>	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <p><b>Remarks/Examples:</b> Examples are city-states, provinces, kingdoms, empires.</p>
<a href="#">SS.6.G.2.3:</a>	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <p><b>Remarks/Examples:</b> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</p>
<a href="#">SS.6.G.2.4:</a>	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <p><b>Remarks/Examples:</b></p>

	Examples are Egypt, Rome, Greece, China, Kush.
<a href="#">SS.6.G.2.5:</a>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</p> <p><b>Remarks/Examples:</b> Examples are China limits and Greece invites.</p>
<a href="#">SS.6.G.2.6:</a>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</p> <p><b>Remarks/Examples:</b> Examples are Phoenicia on Greece and Greece on Rome.</p>
<a href="#">SS.6.G.2.7:</a>	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
<a href="#">SS.6.G.3.1:</a>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</p> <p><b>Remarks/Examples:</b> Examples are terracing, seasonal crop rotations, resource development.</p>
<a href="#">SS.6.G.3.2:</a>	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p> <p><b>Remarks/Examples:</b> Examples are desertification, deforestation, abuse of resources, erosion.</p>
<a href="#">SS.6.G.4.1:</a>	Explain how family and ethnic relationships influenced ancient cultures.
<a href="#">SS.6.G.4.2:</a>	<p>Use maps to trace significant migrations, and analyze their results.</p> <p><b>Remarks/Examples:</b> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<a href="#">SS.6.G.4.3:</a>	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
<a href="#">SS.6.G.5.1:</a>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p> <p><b>Remarks/Examples:</b> Examples are water in the Middle East, fertile soil, fuel.</p>

<a href="#">SS.6.G.5.2:</a>	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
<a href="#">SS.6.G.5.3:</a>	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.  <b>Remarks/Examples:</b> Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.
<a href="#">SS.6.G.6.1:</a>	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
<a href="#">SS.6.G.6.2:</a>	Compare maps of the world in ancient times with current political maps.
<a href="#">LAFS.6.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
<a href="#">LAFS.6.SL.1.2:</a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#">LAFS.6.SL.1.3:</a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.SL.2.4:</a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and

	secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.68.WHST.1.1:</a>	<ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<a href="#">LAFS.68.WHST.1.2:</a>	<ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> </ol>



	<ul style="list-style-type: none"> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<a href="#">LAFS.68.WHST.2.4:</a>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<a href="#">LAFS.68.WHST.2.5:</a>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<a href="#">LAFS.68.WHST.2.6:</a>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<a href="#">LAFS.68.WHST.3.7:</a>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<a href="#">LAFS.68.WHST.3.8:</a>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<a href="#">LAFS.68.WHST.3.9:</a>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<a href="#">LAFS.68.WHST.4.10:</a>	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and</p>

try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical

package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

Investigate school and public health policies that influence health promotion and disease prevention.

[HE.6.C.2.4:](#)

**Remarks/Examples:**

Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **M/J Engaged Citizenship through Service Learning 1 (#2104010)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104010

**Abbreviated Title:** M/J ENG CIT SERVLRN1

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 20-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/Family/learnserve.asp](http://www.fldoe.org/Family/learnserve.asp).

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as

part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 20 hours of participation in an approved service-learning project.

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**

**Aligned Cluster:**

MAFS.6.SP.1 Summarize and describe distributions.

Name	Description
<a href="#">SS.7.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or federal levels.  <b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#">SS.7.C.2.13:</a>	Examine multiple perspectives on public and current issues.
<a href="#">SS.7.C.2.14:</a>	Conduct a service project to further the public good.  <b>Remarks/Examples:</b> The project can be at the school, community, state, national, or international level.
<a href="#">SS.7.C.3.14:</a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#">SS.7.C.4.2:</a>	Recognize government and citizen participation in international organizations.  <b>Remarks/Examples:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.
<a href="#">LAFS.6.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<a href="#">LAFS.6.SL.1.2:</a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#">LAFS.6.SL.1.3:</a>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.SL.2.4:</a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.68.WHST.1.1:</a>	<ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> </ol>

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

<p><a href="#">LAFS.68.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><a href="#">LAFS.68.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.68.WHST.2.5:</a></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><a href="#">LAFS.68.WHST.2.6:</a></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><a href="#">LAFS.68.WHST.3.7:</a></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><a href="#">LAFS.68.WHST.3.8:</a></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and</p>



conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.68.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need.

Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two

plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

<a href="#">HE.6.C.1.8:</a>	<p>Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p><b>Remarks/Examples:</b> Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.</p>
<a href="#">HE.6.B.4.3:</a>	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p><b>Remarks/Examples:</b> Talk to an adult, anger management, and conflict mediation.</p>
<a href="#">HE.6.B.5.4:</a>	<p>Distinguish between the need for individual or collaborative decision-making.</p> <p><b>Remarks/Examples:</b> Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.</p>
<a href="#">PE.6.R.5.1:</a>	<p>List ways that peer pressure can be positive and negative.</p>
<a href="#">PE.6.R.5.2:</a>	<p>Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</p>
<a href="#">PE.6.M.1.12:</a>	<p>Use proper safety practices.</p> <p><b>Remarks/Examples:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<a href="#">ELD.K12.ELL.AA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **M/J Engaged Citizenship through Service Learning 2 (#2104020)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104020

**Abbreviated Title:** M/J ENG CIT SERVLRN2

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

This course provides an introduction and applications to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 25 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 25-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/Family/learnserve.asp](http://www.fldoe.org/Family/learnserve.asp).

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as

part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 25 hours of participation in one or more approved service-learning project.

For this second-level middle school course, the expectation is that students will not only conduct more service-learning hours than students in the first level but will also demonstrate responsibility and leadership in project investigation, design, and implementation.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned cluster:

MAFS.6.SP.1 Summarize and describe distributions.

Name	Description
<a href="#">SS.7.C.2.3:</a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <div data-bbox="545 579 1370 814" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p> </div>
<a href="#">SS.7.C.2.13:</a>	<p>Examine multiple perspectives on public and current issues.</p>
<a href="#">SS.7.C.2.14:</a>	<p>Conduct a service project to further the public good.</p> <div data-bbox="545 905 1370 1068" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The project can be at the school, community, state, national, or international level.</p> </div>
<a href="#">SS.7.C.3.14:</a>	<p>Differentiate between local, state, and federal governments' obligations and services.</p>
<a href="#">SS.7.C.4.2:</a>	<p>Recognize government and citizen participation in international organizations.</p> <div data-bbox="545 1234 1370 1432" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p> </div>
<a href="#">LAFS.7.SL.1.1:</a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ol>

	<ul style="list-style-type: none"> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<a href="#">LAFS.7.SL.1.2:</a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">LAFS.7.SL.2.4:</a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.68.WHST.1.1:</a>	<ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> </ul>

- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

<p><a href="#">LAFS.68.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><a href="#">LAFS.68.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.68.WHST.2.5:</a></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><a href="#">LAFS.68.WHST.2.6:</a></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><a href="#">LAFS.68.WHST.3.7:</a></p>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>



[LAFS.68.WHST.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.68.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[MAFS.K12.MP.1.1:](#)

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need.

Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.3.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about

data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give

	carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
<a href="#">HE.7.B.4.2:</a>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p><b>Remarks/Examples:</b> Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<a href="#">HE.7.B.4.3:</a>	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p><b>Remarks/Examples:</b> Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<a href="#">HE.7.C.1.8:</a>	<p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p><b>Remarks/Examples:</b> Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.</p>
<a href="#">HE.7.B.5.4:</a>	<p>Determine when individual or collaborative decision-making is appropriate.</p> <p><b>Remarks/Examples:</b> Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
<a href="#">PE.7.R.5.1:</a>	Identify situations in which peer pressure could negatively impact one's own behavior choices.
<a href="#">PE.7.R.5.2:</a>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
<a href="#">PE.7.M.1.7:</a>	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **M/J Civics and Digital Technologies (#2106029)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106029

**Abbreviated Title:** M/J CIV & DIG TECH

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Digital Technologies** - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

#### **Multimedia Technologies**

##### **01.0 Demonstrate proficiency in using presentation software and equipment.**

01.01 Produce a presentation that includes music, animation, and digital photography and present it using a projection system.

01.02 Using presentation software, create a multimedia presentation that incorporates shot and edited video, animation, music, narration and adheres to good design principles, use of transitions, and effective message conveyance.

01.03 Collaborate with team members to plan, edit, evaluate, and present a multimedia presentation where individuals on the team function in specific production roles.

##### **02.0 Demonstrate proficiency in using digital photography and digital imaging.**

02.01 Demonstrate knowledge of ethics related to digital imaging, and legal and consent issues.

02.02 Apply effective design principles in digital photography compositions.

02.03 Illustrate the essence of an event, quote, or slogan through digital photography/imaging.

02.04 Demonstrate skill in using digital imaging software for image manipulation, color

correction, and special effects to creatively convey a message or literary interpretation.

02.05 Demonstrate skill in scanning and cropping photographs.

03.0 Demonstrate proficiency in basic video production equipment.

03.01 Operate video camera (e.g., Flip video camera) in studio and location (field) production environments.

03.02 Demonstrate understanding of digital video storage media and file types.

03.03 Identify and select microphones for production needs.

03.04 Determine appropriate lighting needs for production settings.

03.05 Create a short video for publishing on the web.

04.0 Demonstrate skill in using video production software.

04.01 Demonstrate knowledge of the digital video software interface.

04.02 Demonstrate ability to edit, cut, erase, and insert video.

04.03 Edit video as needed to achieve desired message and length.

04.04 Demonstrate skill in using video effects and plug-ins.

04.05 Describe a first complete run-through of the video production process

04.06 Characterize the qualities of effective communication in a completed video

04.07 Prepare a video project for final compositing and export.

04.08 Upload finished video files to a website.

05.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.

05.01 Characterize effective writing styles and conventions for the web.

05.02 Use word processing software to create effective written content for the web.

05.03 Use graphics software to create and prepare various types of graphical content for use on a webpage.

05.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clip art, CD-ROMs).

05.05 Create and edit images using image or graphic design software.

### **Special Notes:**

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex

reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**

### **Aligned Clusters:**

MAFS.6.SP.1 - Summarize and describe distributions.

<b>Name</b>	<b>Description</b>
<a href="#">SS.7.C.1.1:</a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
<a href="#">SS.7.C.1.2:</a>	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
<a href="#">SS.7.C.1.3:</a>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

<a href="#">SS.7.C.1.4:</a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#">SS.7.C.1.5:</a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#">SS.7.C.1.6:</a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#">SS.7.C.1.7:</a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#">SS.7.C.1.8:</a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.7.C.1.9:</a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#">SS.7.C.2.1:</a>	Define the term "citizen," and identify legal means of becoming a United States citizen.
<a href="#">SS.7.C.2.2:</a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
<a href="#">SS.7.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or federal levels.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p> </div>
<a href="#">SS.7.C.2.4:</a>	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.5:</a>	Distinguish how the Constitution safeguards and limits individual rights.
<a href="#">SS.7.C.2.6:</a>	Simulate the trial process and the role of juries in the administration of justice.
<a href="#">SS.7.C.2.7:</a>	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
<a href="#">SS.7.C.2.8:</a>	Identify America's current political parties, and illustrate their ideas about government.
<a href="#">SS.7.C.2.9:</a>	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
<a href="#">SS.7.C.2.10:</a>	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
<a href="#">SS.7.C.2.11:</a>	Analyze media and political communications (bias, symbolism, propaganda).



<a href="#">SS.7.C.2.12:</a>	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
<a href="#">SS.7.C.2.13:</a>	Examine multiple perspectives on public and current issues.
	Conduct a service project to further the public good.
<a href="#">SS.7.C.2.14:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The project can be at the school, community, state, national, or international level.</p> </div>
<a href="#">SS.7.C.3.1:</a>	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
<a href="#">SS.7.C.3.2:</a>	Compare parliamentary, federal, confederal, and unitary systems of government.
<a href="#">SS.7.C.3.3:</a>	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
<a href="#">SS.7.C.3.4:</a>	Identify the relationship and division of powers between the federal government and state governments.
<a href="#">SS.7.C.3.5:</a>	Explain the Constitutional amendment process.
<a href="#">SS.7.C.3.6:</a>	Evaluate Constitutional rights and their impact on individuals and society.
<a href="#">SS.7.C.3.7:</a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#">SS.7.C.3.8:</a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#">SS.7.C.3.9:</a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#">SS.7.C.3.10:</a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#">SS.7.C.3.11:</a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#">SS.7.C.3.12:</a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#">SS.7.C.3.13:</a>	Compare the constitutions of the United States and Florida.
<a href="#">SS.7.C.3.14:</a>	Differentiate between local, state, and federal governments' obligations and services.

<a href="#">SS.7.C.4.1:</a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#">SS.7.C.4.2:</a>	<p>Recognize government and citizen participation in international organizations.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p> </div>
<a href="#">SS.7.C.4.3:</a>	Describe examples of how the United States has dealt with international conflicts.
<a href="#">LAFS.7.SL.1.1:</a>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
<a href="#">LAFS.7.SL.1.2:</a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">LAFS.7.SL.2.4:</a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source

	distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LAFS.68.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#">LAFS.68.WHST.1.2:</a>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ol>

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">LAFS.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw</p>

diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical

	<p>knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><a href="#">MAFS.K12.MP.6.1:</a></p>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.7.P.8.2:</a></p>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <div data-bbox="544 1092 1372 1218" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Bullying prevention, Internet safety, and nutritional choices.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **United States History for Credit Recovery (#2100315)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2100315

**Abbreviated Title:** US HIST CR

**Number of Credits:** One credit (1)

**Course Length:** Multiple (M) - Course length can vary

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**United States History (U.S. History) 9-12 Course** - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Special Notes:**

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should **ONLY** be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

### **Instructional Practices:**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**



**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.1:</a>	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <div data-bbox="578 936 1472 1278" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p> </div>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.A.1.7:</a>	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
<a href="#">SS.912.A.2.1:</a>	<p>Review causes and consequences of the Civil War.</p> <div data-bbox="578 1482 1472 1686" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p> </div>
<a href="#">SS.912.A.2.2:</a>	<p>Assess the influence of significant people or groups on Reconstruction.</p> <div data-bbox="578 1766 1472 1879" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, Andrew Johnson,</p> </div>

	Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.
<a href="#">SS.912.A.2.3:</a>	Describe the issues that divided Republicans during the early Reconstruction era.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.
<a href="#">SS.912.A.2.4:</a>	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.
<a href="#">SS.912.A.2.5:</a>	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
<a href="#">SS.912.A.2.6:</a>	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
<a href="#">SS.912.A.2.7:</a>	Review the Native American experience.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.
<a href="#">SS.912.A.3.1:</a>	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.
<a href="#">SS.912.A.3.2:</a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#">SS.912.A.3.3:</a>	Compare the first and second Industrial Revolutions in the United States.

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.</p>
<p><a href="#">SS.912.A.3.4:</a></p>	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.</p>
<p><a href="#">SS.912.A.3.5:</a></p>	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p>
<p><a href="#">SS.912.A.3.6:</a></p>	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, Angel Island, push-pull factors.</p>
<p><a href="#">SS.912.A.3.7:</a></p>	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p>
<p><a href="#">SS.912.A.3.8:</a></p>	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in</p>

<p><a href="#">SS.912.A.3.9:</a></p>	<p>providing services to the poor).</p> <p>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist Party, labor laws.</p>
<p><a href="#">SS.912.A.3.10:</a></p>	<p>Review different economic and philosophic ideologies.</p> <p><b>Remarks/Examples:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
<p><a href="#">SS.912.A.3.11:</a></p>	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p>
<p><a href="#">SS.912.A.3.12:</a></p>	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p>
<p><a href="#">SS.912.A.3.13:</a></p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p>

<p><a href="#">SS.912.A.4.1:</a></p>	<p>Analyze the major factors that drove United States imperialism.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, <i>The Influence of Sea Power Upon History</i>, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p>
<p><a href="#">SS.912.A.4.2:</a></p>	<p>Explain the motives of the United States acquisition of the territories.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.</p>
<p><a href="#">SS.912.A.4.3:</a></p>	<p>Examine causes, course, and consequences of the Spanish American War.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the <i>Maine</i>, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</p>
<p><a href="#">SS.912.A.4.4:</a></p>	<p>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</p>
<p><a href="#">SS.912.A.4.5:</a></p>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<p><a href="#">SS.912.A.4.6:</a></p>	<p>Examine how the United States government prepared the nation for</p>

	war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
<a href="#">SS.912.A.4.7:</a>	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
<a href="#">SS.912.A.4.8:</a>	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
<a href="#">SS.912.A.4.9:</a>	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
<a href="#">SS.912.A.4.10:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).</p> </div>
<a href="#">SS.912.A.4.11:</a>	Examine key events and peoples in Florida history as they relate to United States history.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</p> </div>
<a href="#">SS.912.A.5.12:</a>	Examine key events and people in Florida history as they relate to United States history.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.</p> </div>
<a href="#">SS.912.A.5.1:</a>	Discuss the economic outcomes of demobilization.
<a href="#">SS.912.A.5.2:</a>	Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p> </div>
<a href="#">SS.912.A.5.3:</a>	Examine the impact of United States foreign economic policy during

	the 1920s.
	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.</p>
<a href="#">SS.912.A.5.4:</a>	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
	Describe efforts by the United States and other world powers to avoid future wars.
<a href="#">SS.912.A.5.5:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.</p>
<a href="#">SS.912.A.5.6:</a>	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
<a href="#">SS.912.A.5.7:</a>	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
<a href="#">SS.912.A.5.8:</a>	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
<a href="#">SS.912.A.5.9:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, 100 Percent Americanism.</p>
<a href="#">SS.912.A.5.10:</a>	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
<a href="#">SS.912.A.5.11:</a>	Examine causes, course, and consequences of the Great Depression and the New Deal.
	Examine causes, course, and consequences of World War II on the United States and the world.
<a href="#">SS.912.A.6.1:</a>	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>

<a href="#">SS.912.A.6.2:</a>	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
<a href="#">SS.912.A.6.3:</a>	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
<a href="#">SS.912.A.6.4:</a>	Examine efforts to expand or contract rights for various populations during World War II.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.
<a href="#">SS.912.A.6.5:</a>	Explain the impact of World War II on domestic government policy.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.
<a href="#">SS.912.A.6.6:</a>	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
<a href="#">SS.912.A.6.7:</a>	Describe the attempts to promote international justice through the Nuremberg Trials.
<a href="#">SS.912.A.6.8:</a>	Analyze the effects of the Red Scare on domestic United States policy.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.
<a href="#">SS.912.A.6.9:</a>	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, the Declaration of Human Rights.
<a href="#">SS.912.A.6.10:</a>	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
<a href="#">SS.912.A.6.11:</a>	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
<a href="#">SS.912.A.6.12:</a>	Examine causes, course, and consequences of the Korean War.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Communist China,



	38th parallel, cease fire, firing of Gen. Douglas McArthur.
<a href="#">SS.912.A.6.13:</a>	<p>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</p>
<a href="#">SS.912.A.6.14:</a>	<p>Analyze causes, course, and consequences of the Vietnam War.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</p>
<a href="#">SS.912.A.6.15:</a>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.</p>
<a href="#">SS.912.A.7.1:</a>	<p>Identify causes for Post-World War II prosperity and its effects on American society.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</p>
<a href="#">SS.912.A.7.2:</a>	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p>
<a href="#">SS.912.A.7.3:</a>	<p>Examine the changing status of women in the United States from post-World War II to present.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, <i>The Feminine Mystique</i>, National Organization for Women, <i>Roe v. Wade</i>, Equal Rights Amendment, Title IX, Betty Freidan, Gloria</p>

	Steinem, Phyllis Schlafly, Billie Jean King, feminism.
<a href="#">SS.912.A.7.4:</a>	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p>
<a href="#">SS.912.A.7.5:</a>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p>
<a href="#">SS.912.A.7.6:</a>	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p>
<a href="#">SS.912.A.7.7:</a>	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p>
<a href="#">SS.912.A.7.8:</a>	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-</p>

	Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].
<a href="#">SS.912.A.7.9:</a>	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
<a href="#">SS.912.A.7.10:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances, <i>New York Times v. Nixon</i>.</p>
	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
<a href="#">SS.912.A.7.11:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
<a href="#">SS.912.A.7.12:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
<a href="#">SS.912.A.7.13:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.</p>
<a href="#">SS.912.A.7.14:</a>	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
	<p><b>Remarks/Examples:</b></p>

	Examples may include, but are not limited to, NAFTA, World Trade Organization.
<a href="#">SS.912.A.7.15:</a>	Analyze the effects of foreign and domestic terrorism on the American people.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.
<a href="#">SS.912.A.7.16:</a>	Examine changes in immigration policy and attitudes toward immigration since 1950.
<a href="#">SS.912.A.7.17:</a>	Examine key events and key people in Florida history as they relate to United States history.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.
<a href="#">SS.912.G.1.2:</a>	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
<a href="#">SS.912.G.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#">SS.912.G.2.1:</a>	Identify the physical characteristics and the human characteristics that define and differentiate regions.  <b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.H.1.1:</a>	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they

	<p>were created.</p> <p><b>Remarks/Examples:</b> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
<p><a href="#">SS.912.H.1.3:</a></p>	<p>Relate works in the arts to various cultures.</p> <p><b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<p><a href="#">SS.912.H.1.5:</a></p>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p><b>Remarks/Examples:</b> Examples are Victor Hugo's <i>Les Miserables</i>, Langston Hughes' poetry, Pete Seeger's <i>Bring 'Em Home</i>.</p>
<p><a href="#">SS.912.H.3.1:</a></p>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>
<p><a href="#">LAFS.1112.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse formats</p>

	and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#">LAFS.1112.WHST.1.1:</a>	Write arguments focused on <i>discipline-specific content</i> . a. Introduce precise, knowledgeable claim(s), establish the

significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.1.2:](#)

[LAFS.1112.WHST.2.4:](#) Produce clear and coherent writing in which the development,

	organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.1112.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.1.1:</a>	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between



different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

<p><a href="#">MAFS.K12.MP.6.1:</a></p>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.912.C.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="578 751 1455 919" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **Economics for Credit Recovery (#2102315)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2102315

**Abbreviated Title:** ECON CR

**Number of Credits:** Half credit (.5)

**Course Length:** Multiple (M) - Course length can vary

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Special Notes:**

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should **ONLY** be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex

reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.N-Q.1: Reason quantitatively and use units to solve problems.

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.E.1.1:</a>	Identify the factors of production and why they are necessary for the production of goods and services.  <b>Remarks/Examples:</b> Examples are land, labor, capital, entrepreneurship.
<a href="#">SS.912.E.1.2:</a>	Analyze production possibilities curves to explain choice,

	scarcity, and opportunity costs.
<a href="#">SS.912.E.1.3:</a>	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
<a href="#">SS.912.E.1.4:</a>	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
<a href="#">SS.912.E.1.5:</a>	Compare different forms of business organizations. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p> </div>
<a href="#">SS.912.E.1.6:</a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
<a href="#">SS.912.E.1.7:</a>	Graph and explain how firms determine price and output through marginal cost analysis.
<a href="#">SS.912.E.1.8:</a>	Explain ways firms engage in price and nonprice competition.
<a href="#">SS.912.E.1.9:</a>	Describe how the earnings of workers are determined. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.</p> </div>
<a href="#">SS.912.E.1.10:</a>	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
<a href="#">SS.912.E.1.11:</a>	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
<a href="#">SS.912.E.1.12:</a>	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
<a href="#">SS.912.E.1.13:</a>	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
<a href="#">SS.912.E.1.14:</a>	Compare credit, savings, and investment services available to the consumer from financial institutions.
<a href="#">SS.912.E.1.15:</a>	Describe the risk and return profiles of various investment vehicles and the importance of diversification. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b></p> </div>

	<p>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
<p><a href="#">SS.912.E.1.16:</a></p>	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p><b>Remarks/Examples:</b>          Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.          Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.          Examples of a credit plan are interest rates, credit scores, payment plan.</p>
<p><a href="#">SS.912.E.2.1:</a></p>	<p>Identify and explain broad economic goals.</p> <p><b>Remarks/Examples:</b>          Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>
<p><a href="#">SS.912.E.2.2:</a></p>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
<p><a href="#">SS.912.E.2.3:</a></p>	<p>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</p>
<p><a href="#">SS.912.E.2.4:</a></p>	<p>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</p> <p><b>Remarks/Examples:</b>          Examples are shortage, surplus, other inefficiencies.</p>
<p><a href="#">SS.912.E.2.5:</a></p>	<p>Analyze how capital investments may impact productivity and economic growth.</p> <p><b>Remarks/Examples:</b>          Examples are factories, machinery, technology, people.</p>

<p><a href="#">SS.912.E.2.6:</a></p>	<p>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</p> <p><b>Remarks/Examples:</b> Examples are electric, water, cable, waste management.</p>
<p><a href="#">SS.912.E.2.7:</a></p>	<p>Identify the impact of inflation on society.</p>
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<p><a href="#">SS.912.E.2.12:</a></p>	<p>Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.</p>
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<p><a href="#">SS.912.E.3.2:</a></p>	<p>Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.</p>
<p><a href="#">SS.912.E.3.3:</a></p>	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p><b>Remarks/Examples:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</p>
<p><a href="#">SS.912.E.3.4:</a></p>	<p>Assess the economic impact of negative and positive externalities on the international environment.</p> <p><b>Remarks/Examples:</b></p>

	<p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<p><a href="#">SS.912.E.3.5:</a></p>	<p>Compare the current United States economy with other developed and developing nations.</p> <p><b>Remarks/Examples:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
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	<p>clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
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<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information

	presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
	Write arguments focused on <i>discipline-specific content</i> .
<a href="#">LAFS.1112.WHST.1.1:</a>	<ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<a href="#">LAFS.1112.WHST.1.2:</a>	<ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding</li> </ul>

- comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.1112.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection

and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as

objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.6.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

[HE.912.C.2.4:](#)

**Remarks/Examples:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Economics with Financial Literacy (#2102335)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2102335

**Abbreviated Title:** ECON FIN LIT

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

### **GENERAL NOTES**

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Special Notes:**

#### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Integrate Florida Standards for Mathematical Practice (MP) as applicable.**

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.

**Aligned Clusters:**

MAFS.912.N-Q.1 Reason quantitatively and use units to solve problems

**MAFS.912.S-ID Interpreting Categorical and Quantitative Data**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

**MAFS.912.S-IC Making Inferences and Justifying Conclusions**

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.E.1.1:</a>	<p>Identify the factors of production and why they are necessary for the production of goods and services.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples are land, labor, capital, entrepreneurship.</p> </div>



<a href="#">SS.912.E.1.2:</a>	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
<a href="#">SS.912.E.1.3:</a>	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
<a href="#">SS.912.E.1.4:</a>	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
<a href="#">SS.912.E.1.5:</a>	Compare different forms of business organizations. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.</div>
<a href="#">SS.912.E.1.6:</a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
<a href="#">SS.912.E.1.7:</a>	Graph and explain how firms determine price and output through marginal cost analysis.
<a href="#">SS.912.E.1.8:</a>	Explain ways firms engage in price and nonprice competition. Describe how the earnings of workers are determined.
<a href="#">SS.912.E.1.9:</a>	<div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.</div>
<a href="#">SS.912.E.1.10:</a>	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
<a href="#">SS.912.E.1.11:</a>	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
<a href="#">SS.912.E.1.12:</a>	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
<a href="#">SS.912.E.1.13:</a>	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
<a href="#">SS.912.E.1.14:</a>	Compare credit, savings, and investment services available to the consumer from financial institutions.
<a href="#">SS.912.E.1.15:</a>	Describe the risk and return profiles of various investment vehicles and the importance of diversification.

	<p><b>Remarks/Examples:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
<p><a href="#">SS.912.E.1.16:</a></p>	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p><b>Remarks/Examples:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</p>
<p><a href="#">SS.912.E.2.1:</a></p>	<p>Identify and explain broad economic goals.</p> <p><b>Remarks/Examples:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>
<p><a href="#">SS.912.E.2.2:</a></p>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
<p><a href="#">SS.912.E.2.3:</a></p>	<p>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</p>
<p><a href="#">SS.912.E.2.4:</a></p>	<p>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</p> <p><b>Remarks/Examples:</b> Examples are shortage, surplus, other inefficiencies.</p>
<p><a href="#">SS.912.E.2.5:</a></p>	<p>Analyze how capital investments may impact productivity and economic growth.</p> <p><b>Remarks/Examples:</b></p>

	Examples are factories, machinery, technology, people.
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<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and</p>

evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.1.2:](#)

[LAFS.1112.WHST.2.4:](#) Produce clear and coherent writing in which the development,

	organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">HE.912.C.2.4:</a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<a href="#">SS.912.FL.1.1:</a>	Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</p> </div>
<a href="#">SS.912.FL.1.2:</a>	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Explain how people’s willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market.  Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student’s decision to attend college.</p> </div>
<a href="#">SS.912.FL.1.3:</a>	Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

	<p><b>Remarks/Examples:</b>  Compare the benefits and costs of a college education to those of a technical school.</p> <p>Compare the unemployment rates of workers with different levels of education.</p>
<p><a href="#">SS.912.FL.1.4:</a></p>	<p>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</p> <p><b>Remarks/Examples:</b>  Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs.</p> <p>Discuss why the productivity of workers is important to businesses.</p>
<p><a href="#">SS.912.FL.1.5:</a></p>	<p>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.</p> <p><b>Remarks/Examples:</b>  Explain how an increase in the demand for mobile applications might impact the wages paid to software developers.</p> <p>Explain the effects of a recession on the unemployment rate.</p>
<p><a href="#">SS.912.FL.1.6:</a></p>	<p>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</p> <p><b>Remarks/Examples:</b>  Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending.</p> <p>Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.</p>
<p><a href="#">SS.912.FL.1.7:</a></p>	<p>Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and</p>



	<p>amounts of taxes paid.</p> <p><b>Remarks/Examples:</b> Investigate the tax rates on different sources of income and on different types of goods that are purchased.</p>
<p><a href="#">SS.912.FL.2.1:</a></p>	<p>Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.</p> <p><b>Remarks/Examples:</b> Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.</p>
<p><a href="#">SS.912.FL.2.2:</a></p>	<p>Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.</p> <p><b>Remarks/Examples:</b> Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.</p>
<p><a href="#">SS.912.FL.2.3:</a></p>	<p>Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.</p> <p><b>Remarks/Examples:</b> Explain the factors that a consumer who is buying an automobile should consider before making a choice.</p>
<p><a href="#">SS.912.FL.2.4:</a></p>	<p>Describe ways that consumers may be influenced by how the price of a good is expressed.</p> <p><b>Remarks/Examples:</b> Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price.</p> <p>List different ways retailers use to express the prices of their products.</p>
<p><a href="#">SS.912.FL.2.5:</a></p>	<p>Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people</p>

should gather depends on the benefits and costs of the information.

**Remarks/Examples:**

Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

[SS.912.FL.2.6:](#)

Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

**Remarks/Examples:**

Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

[SS.912.FL.2.7:](#)

Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

**Remarks/Examples:**

Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

[SS.912.FL.3.1:](#)

Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

**Remarks/Examples:**

Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.

[SS.912.FL.3.2:](#)

Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

**Remarks/Examples:**

	<p>Explain why savers expect a higher nominal interest rate when inflation is expected to be high.</p>
<p><a href="#">SS.912.FL.3.3:</a></p>	<p>Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.</p> <p><b>Remarks/Examples:</b> Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.</p>
<p><a href="#">SS.912.FL.3.4:</a></p>	<p>Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.</p> <p><b>Remarks/Examples:</b> Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.</p>
<p><a href="#">SS.912.FL.3.5:</a></p>	<p>Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.</p> <p><b>Remarks/Examples:</b> Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.</p>
<p><a href="#">SS.912.FL.3.6:</a></p>	<p>Describe government policies that create incentives and disincentives for people to save.</p> <p><b>Remarks/Examples:</b> Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.</p>
<p><a href="#">SS.912.FL.3.7:</a></p>	<p>Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.</p>

	<p><b>Remarks/Examples:</b>          Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees “opt out” of savings programs results in a higher level of saving than having them “opt in.”</p>
<p><a href="#">SS.912.FL.4.1:</a></p>	<p>Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <p><b>Remarks/Examples:</b>          Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.</p>
<p><a href="#">SS.912.FL.4.2:</a></p>	<p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <p><b>Remarks/Examples:</b>          Explain why a bank may offer low-rate introductory credit offers.</p>
<p><a href="#">SS.912.FL.4.3:</a></p>	<p>Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.</p>
<p><a href="#">SS.912.FL.4.4:</a></p>	<p>Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.</p> <p><b>Remarks/Examples:</b>          Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan.</p> <p>Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.</p>

Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.

[SS.912.FL.4.5:](#)

**Remarks/Examples:**

List factors from an individual's credit history or credit application that may cause a lender to deny credit.

Explain what credit bureaus do.

Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.

[SS.912.FL.4.6:](#)

**Remarks/Examples:**

Explain the concept of a credit score and what it indicates about a borrower.

Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.

[SS.912.FL.4.7:](#)

**Remarks/Examples:**

Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.

Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

[SS.912.FL.4.8:](#)

**Remarks/Examples:**

Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.

Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

[SS.912.FL.4.9:](#)

**Remarks/Examples:**

	<p>Identify the costs and benefits associated with using different credit counseling services.</p>
<p><a href="#">SS.912.FL.4.10:</a></p>	<p>Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.</p> <p><b>Remarks/Examples:</b> Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.</p>
<p><a href="#">SS.912.FL.4.11:</a></p>	<p>Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.</p> <p><b>Remarks/Examples:</b> Predict what might happen should a homeowner fail to make his or her mortgage payments.</p>
<p><a href="#">SS.912.FL.4.12:</a></p>	<p>Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p><b>Remarks/Examples:</b> Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p>
<p><a href="#">SS.912.FL.4.13:</a></p>	<p>Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.</p> <p><b>Remarks/Examples:</b> Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.</p>
<p><a href="#">SS.912.FL.5.1:</a></p>	<p>Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.</p>

	<p><b>Remarks/Examples:</b> Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p>
<p><a href="#">SS.912.FL.5.2:</a></p>	<p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p><b>Remarks/Examples:</b> Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p>
<p><a href="#">SS.912.FL.5.3:</a></p>	<p>Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p><b>Remarks/Examples:</b> Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.</p>
<p><a href="#">SS.912.FL.5.4:</a></p>	<p>Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.</p> <p><b>Remarks/Examples:</b> Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.</p>
<p><a href="#">SS.912.FL.5.5:</a></p>	<p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p><b>Remarks/Examples:</b> Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</p>
<p><a href="#">SS.912.FL.5.6:</a></p>	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p><b>Remarks/Examples:</b> Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business.</p>

The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.

[SS.912.FL.5.7:](#)

Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.

**Remarks/Examples:**

Explain how prices of financial investments can adjust when given specific news about a company's or industry's future profitability.

[SS.912.FL.5.8:](#)

Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.

**Remarks/Examples:**

Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.

[SS.912.FL.5.9:](#)

Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.

**Remarks/Examples:**

Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.

[SS.912.FL.5.10:](#)

Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.

**Remarks/Examples:**

Explain how the portfolio of a retiree might differ from that



of a young, single person.

[SS.912.FL.5.11:](#)

Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.

**Remarks/Examples:**

Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.

[SS.912.FL.5.12:](#)

Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

**Remarks/Examples:**

Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.

[SS.912.FL.6.1:](#)

Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.

**Remarks/Examples:**

Discuss whether or not a premium paid to insure against an accident that never happens is wasted.

[SS.912.FL.6.2:](#)

Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.

**Remarks/Examples:**

Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.

[SS.912.FL.6.3:](#)

Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.

	<p><b>Remarks/Examples:</b>  Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p>
<p><a href="#">SS.912.FL.6.4:</a></p>	<p>Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</p> <p><b>Remarks/Examples:</b>  Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage.</p> <p>Investigate Florida’s regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</p>
<p><a href="#">SS.912.FL.6.5:</a></p>	<p>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</p> <p><b>Remarks/Examples:</b>  Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</p>
<p><a href="#">SS.912.FL.6.6:</a></p>	<p>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</p> <p><b>Remarks/Examples:</b>  Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</p>
<p><a href="#">SS.912.FL.6.7:</a></p>	<p>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured’s property; life insurance benefits are paid</p>

	<p>to the insured's beneficiaries in the event of the policyholder's death.</p> <p><b>Remarks/Examples:</b> Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p>
<p><a href="#">SS.912.FL.6.8:</a></p>	<p>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</p> <p><b>Remarks/Examples:</b> Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.</p>
<p><a href="#">SS.912.FL.6.9:</a></p>	<p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p><b>Remarks/Examples:</b> Describe problems that can occur when an individual is a victim of identity theft.</p> <p>Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft.</p> <p>Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.</p>
<p><a href="#">SS.912.FL.6.10:</a></p>	<p>Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.</p> <p><b>Remarks/Examples:</b> Recommend actions a victim of identity theft should take to limit losses and restore personal security.</p>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and</p>

concepts necessary for academic success in the content area of  
Social Studies.

## **Economics with Financial Literacy for Credit Recovery (#2102340)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2102340

**Abbreviated Title:** ECON FIN LIT CR

**Number of Credits:** Half credit (.5)

**Course Length:** Multiple (M) - Course length can vary

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

#### **Special Notes:**

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should **ONLY** be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

#### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex

reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**

### **Integrate Florida Standards for Mathematical Practice (MP) as applicable.**

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MAFS.912.N-Q.1 Reason quantitatively and use units to solve problems

## MAFS.912.S-ID Interpreting Categorical and Quantitative Data

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

## MAFS.912.S-IC Making Inferences and Justifying Conclusions

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.E.1.1:</a>	Identify the factors of production and why they are necessary for the production of goods and services. <b>Remarks/Examples:</b> Examples are land, labor, capital, entrepreneurship.
<a href="#">SS.912.E.1.2:</a>	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
<a href="#">SS.912.E.1.3:</a>	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
<a href="#">SS.912.E.1.4:</a>	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
<a href="#">SS.912.E.1.5:</a>	Compare different forms of business organizations. <b>Remarks/Examples:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
<a href="#">SS.912.E.1.6:</a>	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
<a href="#">SS.912.E.1.7:</a>	Graph and explain how firms determine price and output through marginal cost analysis.
<a href="#">SS.912.E.1.8:</a>	Explain ways firms engage in price and nonprice competition.
<a href="#">SS.912.E.1.9:</a>	Describe how the earnings of workers are determined. <b>Remarks/Examples:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.
<a href="#">SS.912.E.1.10:</a>	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
<a href="#">SS.912.E.1.11:</a>	Explain how the Federal Reserve uses the tools of monetary

	policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
<a href="#">SS.912.E.1.12:</a>	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
<a href="#">SS.912.E.1.13:</a>	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
<a href="#">SS.912.E.1.14:</a>	Compare credit, savings, and investment services available to the consumer from financial institutions.
	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
<a href="#">SS.912.E.1.15:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p> </div>
	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
<a href="#">SS.912.E.1.16:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</p> </div>
	Identify and explain broad economic goals.
<a href="#">SS.912.E.2.1:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p> </div>
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.E.2.3:</a>	Research contributions of entrepreneurs, inventors, and other key



	individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#">SS.912.E.2.4:</a>	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.  <b>Remarks/Examples:</b> Examples are shortage, surplus, other inefficiencies.
<a href="#">SS.912.E.2.5:</a>	Analyze how capital investments may impact productivity and economic growth.  <b>Remarks/Examples:</b> Examples are factories, machinery, technology, people.
<a href="#">SS.912.E.2.6:</a>	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.  <b>Remarks/Examples:</b> Examples are electric, water, cable, waste management.
<a href="#">SS.912.E.2.7:</a>	Identify the impact of inflation on society.
<a href="#">SS.912.E.2.8:</a>	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).  <b>Remarks/Examples:</b> Examples are income, sales, social security.
<a href="#">SS.912.E.2.9:</a>	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
<a href="#">SS.912.E.2.10:</a>	Describe the organization and functions of the Federal Reserve System.
<a href="#">SS.912.E.2.11:</a>	Assess the economic impact of negative and positive externalities on the local, state, and national environment.  <b>Remarks/Examples:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#">SS.912.E.2.12:</a>	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
<a href="#">SS.912.E.3.1:</a>	Demonstrate the impact of inflation on world economies.  <b>Remarks/Examples:</b> Examples are oil prices, 1973 oil crisis, Great Depression,

	World War II.
<a href="#">SS.912.E.3.2:</a>	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
<a href="#">SS.912.E.3.3:</a>	<p><b>Remarks/Examples:</b>  Examples are NAFTA, CAFTA.  Examples are quotas, tariffs.</p>
	Assess the economic impact of negative and positive externalities on the international environment.
<a href="#">SS.912.E.3.4:</a>	<p><b>Remarks/Examples:</b>  Examples of negative are pollution, global warming.  Examples of positive are pure water, better air quality.</p>
	Compare the current United States economy with other developed and developing nations.
<a href="#">SS.912.E.3.5:</a>	<p><b>Remarks/Examples:</b>  Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
	Differentiate and draw conclusions about historical economic thought theorized by economists.
<a href="#">SS.912.E.3.6:</a>	<p><b>Remarks/Examples:</b>  Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.3.3:</a>	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
	Use geographic terms and tools to analyze case studies of issues in globalization.
<a href="#">SS.912.G.4.4:</a>	<p><b>Remarks/Examples:</b>  Examples are cultural imperialism, outsourcing.</p>
<a href="#">LAFS.1112.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

	<p>partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[LAFS.1112.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

[LAFS.1112.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.1112.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the

- relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

<a href="#">LAFS.1112.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">HE.912.C.2.4:</a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="560 1108 1367 1270" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<a href="#">SS.912.FL.1.1:</a>	<p>Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p> <div data-bbox="560 1392 1367 1585" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</p> </div>
<a href="#">SS.912.FL.1.2:</a>	<p>Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</p> <div data-bbox="560 1822 1367 1900" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	<p>Explain how people’s willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market.</p> <p>Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student’s decision to attend college.</p>
<p><a href="#">SS.912.FL.1.3:</a></p>	<p>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> <p><b>Remarks/Examples:</b>  Compare the benefits and costs of a college education to those of a technical school.</p> <p>Compare the unemployment rates of workers with different levels of education.</p>
<p><a href="#">SS.912.FL.1.4:</a></p>	<p>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</p> <p><b>Remarks/Examples:</b>  Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs.</p> <p>Discuss why the productivity of workers is important to businesses.</p>
<p><a href="#">SS.912.FL.1.5:</a></p>	<p>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker’s income or may cause unemployment.</p> <p><b>Remarks/Examples:</b>  Explain how an increase in the demand for mobile applications might impact the wages paid to software developers.</p> <p>Explain the effects of a recession on the unemployment rate.</p>
<p><a href="#">SS.912.FL.1.6:</a></p>	<p>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes,</p>

property taxes, and sales taxes.

**Remarks/Examples:**

Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending.

Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.

[SS.912.FL.1.7:](#)

Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.

**Remarks/Examples:**

Investigate the tax rates on different sources of income and on different types of goods that are purchased.

[SS.912.FL.2.1:](#)

Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

**Remarks/Examples:**

Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.

[SS.912.FL.2.2:](#)

Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

**Remarks/Examples:**

Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.

[SS.912.FL.2.3:](#)

Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

**Remarks/Examples:**

Explain the factors that a consumer who is buying an automobile should consider before making a choice.

[SS.912.FL.2.4:](#)

Describe ways that consumers may be influenced by how the

	<p>price of a good is expressed.</p> <p><b>Remarks/Examples:</b> Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price.</p> <p>List different ways retailers use to express the prices of their products.</p>
<p><a href="#">SS.912.FL.2.5:</a></p>	<p>Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.</p> <p><b>Remarks/Examples:</b> Write a newspaper column, “Tips for Consumers,” explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.</p>
<p><a href="#">SS.912.FL.2.6:</a></p>	<p>Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.</p> <p><b>Remarks/Examples:</b> Brainstorm a list of charitable organizations that are operating in the students’ community. For each organization, list a possible reason that a donor might want to give to that charitable organization.</p>
<p><a href="#">SS.912.FL.2.7:</a></p>	<p>Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.</p> <p><b>Remarks/Examples:</b> Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.</p>
<p><a href="#">SS.912.FL.3.1:</a></p>	<p>Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.</p>



	<p><b>Remarks/Examples:</b> Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.</p>
<p><a href="#">SS.912.FL.3.2:</a></p>	<p>Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.</p> <p><b>Remarks/Examples:</b> Explain why savers expect a higher nominal interest rate when inflation is expected to be high.</p>
<p><a href="#">SS.912.FL.3.3:</a></p>	<p>Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.</p> <p><b>Remarks/Examples:</b> Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.</p>
<p><a href="#">SS.912.FL.3.4:</a></p>	<p>Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.</p> <p><b>Remarks/Examples:</b> Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.</p>
<p><a href="#">SS.912.FL.3.5:</a></p>	<p>Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.</p> <p><b>Remarks/Examples:</b> Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.</p>

<p><a href="#">SS.912.FL.3.6:</a></p>	<p>Describe government policies that create incentives and disincentives for people to save.</p> <div data-bbox="561 268 1369 472" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.</p> </div>
<p><a href="#">SS.912.FL.3.7:</a></p>	<p>Explain how employer benefit programs create incentives and disincentives to save and how an employee’s decision to save can depend on how the alternatives are presented by the employer.</p> <div data-bbox="561 625 1369 898" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees “opt out” of savings programs results in a higher level of saving than having them “opt in.”</p> </div>
<p><a href="#">SS.912.FL.4.1:</a></p>	<p>Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <div data-bbox="561 1016 1369 1220" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.</p> </div>
<p><a href="#">SS.912.FL.4.2:</a></p>	<p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <div data-bbox="561 1373 1369 1541" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Explain why a bank may offer low-rate introductory credit offers.</p> </div>
<p><a href="#">SS.912.FL.4.3:</a></p>	<p>Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.</p>
<p><a href="#">SS.912.FL.4.4:</a></p>	<p>Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans</p>

	<p>made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.</p> <p><b>Remarks/Examples:</b>          Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan.</p> <p>Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.</p>
<p><a href="#">SS.912.FL.4.5:</a></p>	<p>Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.</p> <p><b>Remarks/Examples:</b>          List factors from an individual's credit history or credit application that may cause a lender to deny credit.</p> <p>Explain what credit bureaus do.</p>
<p><a href="#">SS.912.FL.4.6:</a></p>	<p>Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.</p> <p><b>Remarks/Examples:</b>          Explain the concept of a credit score and what it indicates about a borrower.</p> <p>Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.</p>
<p><a href="#">SS.912.FL.4.7:</a></p>	<p>Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.</p> <p><b>Remarks/Examples:</b>          Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.</p>
<p><a href="#">SS.912.FL.4.8:</a></p>	<p>Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment</p>

	<p>of wages, and the inability to obtain loans in the future.</p> <p><b>Remarks/Examples:</b> Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</p>
<p><a href="#">SS.912.FL.4.9:</a></p>	<p>Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p> <p><b>Remarks/Examples:</b> Identify the costs and benefits associated with using different credit counseling services.</p>
<p><a href="#">SS.912.FL.4.10:</a></p>	<p>Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.</p> <p><b>Remarks/Examples:</b> Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.</p>
<p><a href="#">SS.912.FL.4.11:</a></p>	<p>Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.</p> <p><b>Remarks/Examples:</b> Predict what might happen should a homeowner fail to make his or her mortgage payments.</p>
<p><a href="#">SS.912.FL.4.12:</a></p>	<p>Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p><b>Remarks/Examples:</b> Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p>
<p><a href="#">SS.912.FL.4.13:</a></p>	<p>Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.</p>

	<p><b>Remarks/Examples:</b> Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.</p>
<p><a href="#">SS.912.FL.5.1:</a></p>	<p>Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.</p> <p><b>Remarks/Examples:</b> Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p>
<p><a href="#">SS.912.FL.5.2:</a></p>	<p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p><b>Remarks/Examples:</b> Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p>
<p><a href="#">SS.912.FL.5.3:</a></p>	<p>Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p><b>Remarks/Examples:</b> Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.</p>
<p><a href="#">SS.912.FL.5.4:</a></p>	<p>Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.</p> <p><b>Remarks/Examples:</b> Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.</p>
<p><a href="#">SS.912.FL.5.5:</a></p>	<p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p><b>Remarks/Examples:</b> Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of</p>

	<p>interest.</p>
<p><a href="#">SS.912.FL.5.6:</a></p>	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p><b>Remarks/Examples:</b>  Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business.</p> <p>The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</p>
<p><a href="#">SS.912.FL.5.7:</a></p>	<p>Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.</p> <p><b>Remarks/Examples:</b>  Explain how prices of financial investments can adjust when given specific news about a company’s or industry’s future profitability.</p>
<p><a href="#">SS.912.FL.5.8:</a></p>	<p>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</p> <p><b>Remarks/Examples:</b>  Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.</p>
<p><a href="#">SS.912.FL.5.9:</a></p>	<p>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer’s stock or domestic rather than international stocks.</p> <p><b>Remarks/Examples:</b>  Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this</p>

	<p>may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</p>
<p><a href="#">SS.912.FL.5.10:</a></p>	<p>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</p> <p><b>Remarks/Examples:</b> Explain how the portfolio of a retiree might differ from that of a young, single person.</p>
<p><a href="#">SS.912.FL.5.11:</a></p>	<p>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</p> <p><b>Remarks/Examples:</b> Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.</p>
<p><a href="#">SS.912.FL.5.12:</a></p>	<p>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</p> <p><b>Remarks/Examples:</b> Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</p>
<p><a href="#">SS.912.FL.6.1:</a></p>	<p>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> <p><b>Remarks/Examples:</b> Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</p>
<p><a href="#">SS.912.FL.6.2:</a></p>	<p>Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.</p> <p><b>Remarks/Examples:</b> Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended</p>

warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.

Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.

[SS.912.FL.6.3:](#)

**Remarks/Examples:**

Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.

Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.

[SS.912.FL.6.4:](#)

**Remarks/Examples:**

Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage.

Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.

Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).

[SS.912.FL.6.5:](#)

**Remarks/Examples:**

Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.

Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.

[SS.912.FL.6.6:](#)

**Remarks/Examples:**

Explain why taking a safe-driving course can lower an auto



insurance premium and why not smoking can lower the health insurance premium.

[SS.912.FL.6.7:](#)

Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.

**Remarks/Examples:**

Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.

[SS.912.FL.6.8:](#)

Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.

**Remarks/Examples:**

Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.

[SS.912.FL.6.9:](#)

Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.

**Remarks/Examples:**

Describe problems that can occur when an individual is a victim of identity theft.

Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft.

Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.

[SS.912.FL.6.10:](#)

**Remarks/Examples:**

Recommend actions a victim of identity theft should take to limit losses and restore personal security.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Economics with Financial Literacy Honors (#2102345)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2102345

**Abbreviated Title:** ECON FIN LIT HON

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Honors?** Yes

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

### **GENERAL NOTES**

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Special Notes:**

#### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex

reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**

### **Integrate Florida Standards for Mathematical Practice (MP) as applicable.**

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.

### **Aligned Clusters:**

MAFS.912.N-Q.1 Reason quantitatively and use units to solve problems

**MAFS.912.S-ID Interpreting Categorical and Quantitative Data**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

**MAFS.912.S-IC Making Inferences and Justifying Conclusions**

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="578 537 1367 737" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<a href="#">SS.912.E.1.1:</a>	<p>Identify the factors of production and why they are necessary for the production of goods and services.</p> <div data-bbox="578 821 1367 947" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are land, labor, capital, entrepreneurship.</p> </div>
<a href="#">SS.912.E.1.2:</a>	<p>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</p>
<a href="#">SS.912.E.1.3:</a>	<p>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?</p>
<a href="#">SS.912.E.1.4:</a>	<p>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</p>
<a href="#">SS.912.E.1.5:</a>	<p>Compare different forms of business organizations.</p> <div data-bbox="578 1381 1367 1549" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p> </div>
<a href="#">SS.912.E.1.6:</a>	<p>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</p>
<a href="#">SS.912.E.1.7:</a>	<p>Graph and explain how firms determine price and output through marginal cost analysis.</p>
<a href="#">SS.912.E.1.8:</a>	<p>Explain ways firms engage in price and nonprice competition.</p>
<a href="#">SS.912.E.1.9:</a>	<p>Describe how the earnings of workers are determined.</p>

	<p><b>Remarks/Examples:</b> Examples are minimum wage, the market value of the product produced, workers' productivity.</p>
<p><a href="#">SS.912.E.1.10:</a></p>	<p>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</p>
<p><a href="#">SS.912.E.1.11:</a></p>	<p>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</p>
<p><a href="#">SS.912.E.1.12:</a></p>	<p>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</p>
<p><a href="#">SS.912.E.1.13:</a></p>	<p>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</p>
<p><a href="#">SS.912.E.1.14:</a></p>	<p>Compare credit, savings, and investment services available to the consumer from financial institutions.</p>
<p><a href="#">SS.912.E.1.15:</a></p>	<p>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</p> <p><b>Remarks/Examples:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
<p><a href="#">SS.912.E.1.16:</a></p>	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p><b>Remarks/Examples:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</p>
<p><a href="#">SS.912.E.2.1:</a></p>	<p>Identify and explain broad economic goals.</p> <p><b>Remarks/Examples:</b></p>

	Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
<a href="#">SS.912.E.2.2:</a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#">SS.912.E.2.3:</a>	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
<a href="#">SS.912.E.2.4:</a>	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
	<b>Remarks/Examples:</b> Examples are shortage, surplus, other inefficiencies.
<a href="#">SS.912.E.2.5:</a>	Analyze how capital investments may impact productivity and economic growth.
	<b>Remarks/Examples:</b> Examples are factories, machinery, technology, people.
<a href="#">SS.912.E.2.6:</a>	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
	<b>Remarks/Examples:</b> Examples are electric, water, cable, waste management.
<a href="#">SS.912.E.2.7:</a>	Identify the impact of inflation on society.
<a href="#">SS.912.E.2.8:</a>	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
	<b>Remarks/Examples:</b> Examples are income, sales, social security.
<a href="#">SS.912.E.2.9:</a>	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
<a href="#">SS.912.E.2.10:</a>	Describe the organization and functions of the Federal Reserve System.
<a href="#">SS.912.E.2.11:</a>	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
	<b>Remarks/Examples:</b> Examples of negative are pollution, global warming.

	Examples of positive are pure water, better air quality.
<a href="#">SS.912.E.2.12:</a>	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
<a href="#">SS.912.E.3.1:</a>	Demonstrate the impact of inflation on world economies. <b>Remarks/Examples:</b> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
<a href="#">SS.912.E.3.2:</a>	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
<a href="#">SS.912.E.3.3:</a>	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. <b>Remarks/Examples:</b> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.
<a href="#">SS.912.E.3.4:</a>	Assess the economic impact of negative and positive externalities on the international environment. <b>Remarks/Examples:</b> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#">SS.912.E.3.5:</a>	Compare the current United States economy with other developed and developing nations. <b>Remarks/Examples:</b> Examples are standard of living, exchange rates, productivity, gross domestic product.
<a href="#">SS.912.E.3.6:</a>	Differentiate and draw conclusions about historical economic thought theorized by economists. <b>Remarks/Examples:</b> Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.
<a href="#">SS.912.G.2.2:</a>	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
<a href="#">SS.912.G.3.3:</a>	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable



<p><a href="#">SS.912.G.4.4:</a></p>	<p>resources in Florida, the United States, and the world.</p> <p>Use geographic terms and tools to analyze case studies of issues in globalization.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are cultural imperialism, outsourcing.</p> </div>
<p><a href="#">LAFS.1112.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<p><a href="#">LAFS.1112.SL.1.2:</a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#">LAFS.1112.SL.1.3:</a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#">LAFS.1112.SL.2.4:</a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development,</p>

	substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and</li> </ol>

limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

[LAFS.1112.WHST.1.2:](#)

[LAFS.1112.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

	audience.
<a href="#">LAFS.1112.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.1112.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#">LAFS.1112.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.1112.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#">LAFS.1112.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.1112.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">SS.912.FL.1.1:</a>	Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</p> </div>
<a href="#">SS.912.FL.1.2:</a>	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Explain how people’s willingness to wait or plan for the future affects their decision to get more education or job</p> </div>

	<p>training in a dynamic and changing labor market.</p> <p>Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student’s decision to attend college.</p>
<p><a href="#">SS.912.FL.1.3:</a></p>	<p>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> <p><b>Remarks/Examples:</b>  Compare the benefits and costs of a college education to those of a technical school.</p> <p>Compare the unemployment rates of workers with different levels of education.</p>
<p><a href="#">SS.912.FL.1.4:</a></p>	<p>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</p> <p><b>Remarks/Examples:</b>  Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs.</p> <p>Discuss why the productivity of workers is important to businesses.</p>
<p><a href="#">SS.912.FL.1.5:</a></p>	<p>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker’s income or may cause unemployment.</p> <p><b>Remarks/Examples:</b>  Explain how an increase in the demand for mobile applications might impact the wages paid to software developers.</p> <p>Explain the effects of a recession on the unemployment rate.</p>
<p><a href="#">SS.912.FL.1.6:</a></p>	<p>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security)</p>

taxes, property taxes, and sales taxes.

**Remarks/Examples:**

Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending.

Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.

[SS.912.FL.1.7:](#)

Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.

**Remarks/Examples:**

Investigate the tax rates on different sources of income and on different types of goods that are purchased.

[SS.912.FL.2.1:](#)

Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

**Remarks/Examples:**

Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.

[SS.912.FL.2.2:](#)

Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

**Remarks/Examples:**

Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.

[SS.912.FL.2.3:](#)

Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

**Remarks/Examples:**

Explain the factors that a consumer who is buying an automobile should consider before making a choice.

[SS.912.FL.2.4:](#)

Describe ways that consumers may be influenced by how the

price of a good is expressed.

**Remarks/Examples:**

Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price.

List different ways retailers use to express the prices of their products.

Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

[SS.912.FL.2.5:](#)

**Remarks/Examples:**

Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

[SS.912.FL.2.6:](#)

**Remarks/Examples:**

Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

[SS.912.FL.2.7:](#)

**Remarks/Examples:**

Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

[SS.912.FL.3.1:](#)

Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

	<p><b>Remarks/Examples:</b> Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.</p>
<p><a href="#">SS.912.FL.3.2:</a></p>	<p>Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.</p> <p><b>Remarks/Examples:</b> Explain why savers expect a higher nominal interest rate when inflation is expected to be high.</p>
<p><a href="#">SS.912.FL.3.3:</a></p>	<p>Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.</p> <p><b>Remarks/Examples:</b> Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.</p>
<p><a href="#">SS.912.FL.3.4:</a></p>	<p>Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.</p> <p><b>Remarks/Examples:</b> Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.</p>
<p><a href="#">SS.912.FL.3.5:</a></p>	<p>Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.</p> <p><b>Remarks/Examples:</b> Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.</p>



<p><a href="#">SS.912.FL.3.6:</a></p>	<p>Describe government policies that create incentives and disincentives for people to save.</p> <div data-bbox="578 268 1369 472" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.</p> </div>
<p><a href="#">SS.912.FL.3.7:</a></p>	<p>Explain how employer benefit programs create incentives and disincentives to save and how an employee’s decision to save can depend on how the alternatives are presented by the employer.</p> <div data-bbox="578 625 1369 898" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees “opt out” of savings programs results in a higher level of saving than having them “opt in.”</p> </div>
<p><a href="#">SS.912.FL.4.1:</a></p>	<p>Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <div data-bbox="578 1016 1369 1220" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.</p> </div>
<p><a href="#">SS.912.FL.4.2:</a></p>	<p>Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <div data-bbox="578 1373 1369 1541" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Explain why a bank may offer low-rate introductory credit offers.</p> </div>
<p><a href="#">SS.912.FL.4.3:</a></p>	<p>Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.</p>
<p><a href="#">SS.912.FL.4.4:</a></p>	<p>Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may</p>

consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

**Remarks/Examples:**

Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan.

Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.

[SS.912.FL.4.5:](#)

**Remarks/Examples:**

List factors from an individual's credit history or credit application that may cause a lender to deny credit.

Explain what credit bureaus do.

Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.

[SS.912.FL.4.6:](#)

**Remarks/Examples:**

Explain the concept of a credit score and what it indicates about a borrower.

Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.

[SS.912.FL.4.7:](#)

**Remarks/Examples:**

Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.

<p><a href="#">SS.912.FL.4.8:</a></p>	<p>Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.</p> <p><b>Remarks/Examples:</b> Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</p>
<p><a href="#">SS.912.FL.4.9:</a></p>	<p>Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</p> <p><b>Remarks/Examples:</b> Identify the costs and benefits associated with using different credit counseling services.</p>
<p><a href="#">SS.912.FL.4.10:</a></p>	<p>Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.</p> <p><b>Remarks/Examples:</b> Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.</p>
<p><a href="#">SS.912.FL.4.11:</a></p>	<p>Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.</p> <p><b>Remarks/Examples:</b> Predict what might happen should a homeowner fail to make his or her mortgage payments.</p>
<p><a href="#">SS.912.FL.4.12:</a></p>	<p>Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p><b>Remarks/Examples:</b> Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.</p>

<p><a href="#">SS.912.FL.4.13:</a></p>	<p>Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.</p> <p><b>Remarks/Examples:</b> Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.</p>
<p><a href="#">SS.912.FL.5.1:</a></p>	<p>Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.</p> <p><b>Remarks/Examples:</b> Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</p>
<p><a href="#">SS.912.FL.5.2:</a></p>	<p>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p><b>Remarks/Examples:</b> Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.</p>
<p><a href="#">SS.912.FL.5.3:</a></p>	<p>Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p><b>Remarks/Examples:</b> Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.</p>
<p><a href="#">SS.912.FL.5.4:</a></p>	<p>Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.</p> <p><b>Remarks/Examples:</b> Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.</p>
<p><a href="#">SS.912.FL.5.5:</a></p>	<p>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p><b>Remarks/Examples:</b></p>

	<p>Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</p>
<p><a href="#">SS.912.FL.5.6:</a></p>	<p>Describe how diversifying investments in different types of financial assets can lower investment risk.</p> <p><b>Remarks/Examples:</b>  Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business.</p> <p>The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</p>
<p><a href="#">SS.912.FL.5.7:</a></p>	<p>Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.</p> <p><b>Remarks/Examples:</b>  Explain how prices of financial investments can adjust when given specific news about a company's or industry's future profitability.</p>
<p><a href="#">SS.912.FL.5.8:</a></p>	<p>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</p> <p><b>Remarks/Examples:</b>  Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.</p>
<p><a href="#">SS.912.FL.5.9:</a></p>	<p>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</p>

	<p><b>Remarks/Examples:</b>  Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</p>
<p><a href="#">SS.912.FL.5.10:</a></p>	<p>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</p> <p><b>Remarks/Examples:</b>  Explain how the portfolio of a retiree might differ from that of a young, single person.</p>
<p><a href="#">SS.912.FL.5.11:</a></p>	<p>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</p> <p><b>Remarks/Examples:</b>  Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.</p>
<p><a href="#">SS.912.FL.5.12:</a></p>	<p>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</p> <p><b>Remarks/Examples:</b>  Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</p>
<p><a href="#">SS.912.FL.6.1:</a></p>	<p>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> <p><b>Remarks/Examples:</b>  Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</p>
<p><a href="#">SS.912.FL.6.2:</a></p>	<p>Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.</p>

	<p><b>Remarks/Examples:</b>          Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</p>
<p><a href="#">SS.912.FL.6.3:</a></p>	<p>Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</p> <p><b>Remarks/Examples:</b>          Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</p>
<p><a href="#">SS.912.FL.6.4:</a></p>	<p>Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</p> <p><b>Remarks/Examples:</b>          Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage.</p> <p>Investigate Florida’s regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</p>
<p><a href="#">SS.912.FL.6.5:</a></p>	<p>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</p> <p><b>Remarks/Examples:</b>          Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</p>
<p><a href="#">SS.912.FL.6.6:</a></p>	<p>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</p>

	<p><b>Remarks/Examples:</b> Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</p>
<p><a href="#">SS.912.FL.6.7:</a></p>	<p>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</p> <p><b>Remarks/Examples:</b> Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</p>
<p><a href="#">SS.912.FL.6.8:</a></p>	<p>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</p> <p><b>Remarks/Examples:</b> Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.</p>
<p><a href="#">SS.912.FL.6.9:</a></p>	<p>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</p> <p><b>Remarks/Examples:</b> Describe problems that can occur when an individual is a victim of identity theft.</p> <p>Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft.</p> <p>Describe the conditions under which individuals should</p>



	<p>and should not disclose their Social Security number, account numbers, or other sensitive personal information.</p>
<p><a href="#">SS.912.FL.6.10:</a></p>	<p>Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.</p> <div data-bbox="578 390 1370 554" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Recommend actions a victim of identity theft should take to limit losses and restore personal security.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **United States Government for Credit Recovery (#2106315)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2106315

**Abbreviated Title:** US GOVT CR

**Number of Credits:** Half credit (.5)

**Course Length:** Multiple (M) - Course length can vary

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** American Government

### **GENERAL NOTES**

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Special Notes:**

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students

have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
  - Unity/diversity in American society
  - Civil society: nongovernmental associations, groups
  - Nation-states
  - Interaction among nation-states
  - United States, major governmental, nongovernmental international organizations
- The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a

relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">HE.912.C.2.4:</a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="578 978 1369 1178" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.2:</a>	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
<a href="#">SS.912.C.1.3:</a>	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
<a href="#">SS.912.C.1.4:</a>	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.3:</a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <div data-bbox="576 352 1369 590" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p> </div>
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.5:</a>	<p>Conduct a service project to further the public good.</p> <div data-bbox="576 751 1369 913" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are school, community, state, national, international.</p> </div>
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.7:</a>	<p>Explain why rights have limits and are not absolute.</p> <div data-bbox="576 1041 1369 1203" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are speech, search and seizure, religion, gun possession.</p> </div>
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <div data-bbox="576 1287 1369 1449" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> </div>
<a href="#">SS.912.C.2.9:</a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <div data-bbox="576 1533 1369 1770" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p> </div>
<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <div data-bbox="576 1816 1369 1894" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>

	Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
<a href="#">SS.912.C.2.13:</a>	<p><b>Remarks/Examples:</b> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.2.14:</a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
	Analyze trends in voter turnout.
<a href="#">SS.912.C.2.16:</a>	<p><b>Remarks/Examples:</b> Examples are youth voter turnout, issue-based voting.</p>
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
<a href="#">SS.912.C.3.3:</a>	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
<a href="#">SS.912.C.3.4:</a>	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
	Identify the impact of independent regulatory agencies in the federal bureaucracy.
<a href="#">SS.912.C.3.5:</a>	<p><b>Remarks/Examples:</b> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<a href="#">SS.912.C.3.6:</a>	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

<a href="#">SS.912.C.3.7:</a>	Describe the role of judicial review in American constitutional government.
	Compare the role of judges on the state and federal level with other elected officials.
<a href="#">SS.912.C.3.8:</a>	<p><b>Remarks/Examples:</b> Examples are decisions based on the law vs. will of the majority.</p>
<a href="#">SS.912.C.3.9:</a>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<p><b>Remarks/Examples:</b> Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#">SS.912.C.3.12:</a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.C.4.4:</a>	Compare indicators of democratization in multiple countries.

<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.5.5:</a>	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>
<a href="#">LAFS.1112.SL.1.2:</a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#">LAFS.1112.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#">LAFS.1112.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary



	and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#">LAFS.1112.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<a href="#">LAFS.1112.RH.1.3:</a>	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<a href="#">LAFS.1112.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<a href="#">LAFS.1112.RH.2.5:</a>	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<a href="#">LAFS.1112.RH.2.6:</a>	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<a href="#">LAFS.1112.RH.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<a href="#">LAFS.1112.RH.3.8:</a>	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#">LAFS.1112.RH.3.9:</a>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<a href="#">LAFS.1112.RH.4.10:</a>	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
<a href="#">LAFS.1112.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and</li> </ol>

	<p>possible biases.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
<p><a href="#">LAFS.1112.WHST.1.2:</a></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><a href="#">LAFS.1112.WHST.2.4:</a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><a href="#">LAFS.1112.WHST.2.5:</a></p>	<p>Develop and strengthen writing as needed by planning,</p>

revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.1112.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[LAFS.1112.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.1112.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[LAFS.1112.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.1112.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to

problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and

[MAFS.K12.MP.5.1:](#)

compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **World History for Credit Recovery (#2109315)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2109315

**Abbreviated Title:** WORLD HIST CR

**Number of Credits:** One credit (1)

**Course Length:** Multiple (M) - Course length can vary

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

**World History 9-12 Course** – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Note:** Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should **ONLY** be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

**Instructional Practices** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**COURSE STANDARDS**

**Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.W.2.2:</a>	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
<a href="#">SS.912.W.2.3:</a>	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
<a href="#">SS.912.W.2.4:</a>	Identify key figures associated with the Byzantine Empire.

	<p><b>Remarks/Examples:</b> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</p>
<a href="#">SS.912.W.2.5:</a>	<p>Explain the contributions of the Byzantine Empire.</p> <p><b>Remarks/Examples:</b> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p>
<a href="#">SS.912.W.2.6:</a>	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
<a href="#">SS.912.W.2.7:</a>	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
<a href="#">SS.912.W.2.8:</a>	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
<a href="#">SS.912.W.2.9:</a>	Analyze the impact of the collapse of the Western Roman Empire on Europe.
<a href="#">SS.912.W.2.10:</a>	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
<a href="#">SS.912.W.2.11:</a>	<p>Describe the rise and achievements of significant rulers in medieval Europe.</p> <p><b>Remarks/Examples:</b> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.</p>
<a href="#">SS.912.W.2.12:</a>	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
<a href="#">SS.912.W.2.13:</a>	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
<a href="#">SS.912.W.2.14:</a>	Describe the causes and effects of the Great Famine of 1315-



	1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
<a href="#">SS.912.W.2.15:</a>	Determine the factors that contributed to the growth of a modern economy.  <b>Remarks/Examples:</b> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
<a href="#">SS.912.W.2.16:</a>	Trace the growth and development of a national identity in the countries of England, France, and Spain.
<a href="#">SS.912.W.2.17:</a>	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.  <b>Remarks/Examples:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
<a href="#">SS.912.W.2.18:</a>	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.  <b>Remarks/Examples:</b> Examples are Magna Carta, parliament, habeas corpus.
<a href="#">SS.912.W.2.19:</a>	Describe the impact of Japan's physiography on its economic and political development.
<a href="#">SS.912.W.2.20:</a>	Summarize the major cultural, economic, political, and religious developments in medieval Japan.  <b>Remarks/Examples:</b>  Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
<a href="#">SS.912.W.2.21:</a>	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
<a href="#">SS.912.W.2.1:</a>	Locate the extent of Byzantine territory at the height of the empire.
<a href="#">SS.912.W.2.22:</a>	Describe Japan's cultural and economic relationship to China and Korea.

<a href="#">SS.912.W.1.1:</a>	Use timelines to establish cause and effect relationships of historical events.
<a href="#">SS.912.W.1.2:</a>	<p>Compare time measurement systems used by different cultures.</p> <p><b>Remarks/Examples:</b> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>
<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	<p>Evaluate the role of history in shaping identity and character.</p> <p><b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.</p>
<a href="#">SS.912.W.3.1:</a>	<p>Discuss significant people and beliefs associated with Islam.</p> <p><b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</p>
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.3:</a>	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
<a href="#">SS.912.W.3.4:</a>	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
<a href="#">SS.912.W.3.5:</a>	<p>Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</p> <p><b>Remarks/Examples:</b></p>

	Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
<a href="#">SS.912.W.3.6:</a>	Describe key economic, political, and social developments in Islamic history.  <b>Remarks/Examples:</b> Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
<a href="#">SS.912.W.3.7:</a>	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.  <b>Remarks/Examples:</b> Examples are Crusades, Reconquista.
<a href="#">SS.912.W.3.8:</a>	Identify important figures associated with the Crusades.  <b>Remarks/Examples:</b> Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.
<a href="#">SS.912.W.3.9:</a>	Trace the growth of major sub-Saharan African kingdoms and empires.  <b>Remarks/Examples:</b> Examples are Ghana, Mali, Songhai.
<a href="#">SS.912.W.3.10:</a>	Identify key significant economic, political, and social characteristics of Ghana.  <b>Remarks/Examples:</b> Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
<a href="#">SS.912.W.3.11:</a>	Identify key figures and significant economic, political, and social characteristics associated with Mali.  <b>Remarks/Examples:</b> Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
<a href="#">SS.912.W.3.12:</a>	Identify key figures and significant economic, political, and social characteristics associated with Songhai.

	<p><b>Remarks/Examples:</b> Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.</p>
<a href="#">SS.912.W.3.13:</a>	Compare economic, political, and social developments in East, West, and South Africa.
	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
<a href="#">SS.912.W.3.14:</a>	<p><b>Remarks/Examples:</b> Examples are disruption of trade, internal political struggles, Islamic invasions.</p>
<a href="#">SS.912.W.3.15:</a>	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
	Locate major civilizations of Mesoamerica and Andean South America.
<a href="#">SS.912.W.3.16:</a>	<p><b>Remarks/Examples:</b> Examples are Maya, Aztec, Inca.</p>
	Describe the roles of people in the Maya, Inca, and Aztec societies.
<a href="#">SS.912.W.3.17:</a>	<p><b>Remarks/Examples:</b> Examples are class structure, family life, warfare, religious beliefs and practices, slavery.</p>
	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
<a href="#">SS.912.W.3.18:</a>	<p><b>Remarks/Examples:</b> Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.</p>
<a href="#">SS.912.W.3.19:</a>	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
<a href="#">SS.912.W.4.1:</a>	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
<a href="#">SS.912.W.4.2:</a>	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
<a href="#">SS.912.W.4.3:</a>	Identify the major artistic, literary, and technological

	contributions of individuals during the Renaissance.
	<p><b>Remarks/Examples:</b>  Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.</p>
<a href="#">SS.912.W.4.4:</a>	<p>Identify characteristics of Renaissance humanism in works of art.</p> <p><b>Remarks/Examples:</b>  Examples are influence of classics, School of Athens.</p>
<a href="#">SS.912.W.4.5:</a>	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
<a href="#">SS.912.W.4.6:</a>	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
<a href="#">SS.912.W.4.7:</a>	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
<a href="#">SS.912.W.4.8:</a>	<p>Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</p> <p><b>Remarks/Examples:</b>  Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.</p>
<a href="#">SS.912.W.4.9:</a>	<p>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</p> <p><b>Remarks/Examples:</b>  Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.</p>
<a href="#">SS.912.W.4.10:</a>	<p>Identify the major contributions of individuals associated with the Scientific Revolution.</p> <p><b>Remarks/Examples:</b>  Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.</p>
<a href="#">SS.912.W.4.11:</a>	Summarize the causes that led to the Age of Exploration, and

	identify major voyages and sponsors.
<a href="#">SS.912.W.4.12:</a>	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
<a href="#">SS.912.W.4.13:</a>	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
<a href="#">SS.912.W.4.14:</a>	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
<a href="#">SS.912.W.4.15:</a>	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
<a href="#">SS.912.W.5.1:</a>	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
	Identify major causes of the Enlightenment.
<a href="#">SS.912.W.5.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</p> </div>
<a href="#">SS.912.W.5.3:</a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#">SS.912.W.5.4:</a>	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
<a href="#">SS.912.W.5.5:</a>	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
<a href="#">SS.912.W.5.6:</a>	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
<a href="#">SS.912.W.5.7:</a>	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
<a href="#">SS.912.W.6.1:</a>	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
	Summarize the social and economic effects of the Industrial Revolution.
<a href="#">SS.912.W.6.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.</p> </div>
<a href="#">SS.912.W.6.3:</a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

<p><a href="#">SS.912.W.6.4:</a></p>	<p>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</p> <div data-bbox="561 306 1369 470" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</p> </div>
<p><a href="#">SS.912.W.6.5:</a></p>	<p>Summarize the causes, key events, and effects of the unification of Italy and Germany.</p>
<p><a href="#">SS.912.W.6.6:</a></p>	<p>Analyze the causes and effects of imperialism.</p> <div data-bbox="561 600 1369 798" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)</p> </div>
<p><a href="#">SS.912.W.6.7:</a></p>	<p>Identify major events in China during the 19th and early 20th centuries related to imperialism.</p> <div data-bbox="561 882 1369 1045" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.</p> </div>
<p><a href="#">SS.912.W.7.1:</a></p>	<p>Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.</p>
<p><a href="#">SS.912.W.7.2:</a></p>	<p>Describe the changing nature of warfare during World War I.</p> <div data-bbox="561 1209 1369 1411" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.</p> </div>
<p><a href="#">SS.912.W.7.3:</a></p>	<p>Summarize significant effects of World War I.</p> <div data-bbox="561 1457 1369 1688" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.</p> </div>
<p><a href="#">SS.912.W.7.4:</a></p>	<p>Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</p>
<p><a href="#">SS.912.W.7.5:</a></p>	<p>Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and</p>

	main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
<a href="#">SS.912.W.7.6:</a>	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
<a href="#">SS.912.W.7.7:</a>	Trace the causes and key events related to World War II.
<a href="#">SS.912.W.7.8:</a>	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
<a href="#">SS.912.W.7.9:</a>	Identify the wartime strategy and post-war plans of the Allied leaders.  <b>Remarks/Examples:</b> Examples are Churchill, Roosevelt, Stalin.
<a href="#">SS.912.W.7.10:</a>	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
<a href="#">SS.912.W.7.11:</a>	Describe the effects of World War II.  <b>Remarks/Examples:</b> Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
<a href="#">SS.912.W.8.1:</a>	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
<a href="#">SS.912.W.8.2:</a>	Describe characteristics of the early Cold War.  <b>Remarks/Examples:</b> Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.
<a href="#">SS.912.W.8.3:</a>	Summarize key developments in post-war China.  <b>Remarks/Examples:</b> Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.
<a href="#">SS.912.W.8.4:</a>	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
<a href="#">SS.912.W.8.5:</a>	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.



	<p><b>Remarks/Examples:</b> Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.</p>
<p><a href="#">SS.912.W.8.6:</a></p>	<p>Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</p>
<p><a href="#">SS.912.W.8.7:</a></p>	<p>Compare post-war independence movements in African, Asian, and Caribbean countries.</p>
	<p>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</p>
<p><a href="#">SS.912.W.8.8:</a></p>	<p><b>Remarks/Examples:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p>
<p><a href="#">SS.912.W.8.9:</a></p>	<p>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</p>
	<p>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</p>
<p><a href="#">SS.912.W.8.10:</a></p>	<p><b>Remarks/Examples:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p>
<p><a href="#">SS.912.W.9.1:</a></p>	<p><b>Remarks/Examples:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
	<p>Describe the causes and effects of post-World War II economic and demographic changes.</p>
<p><a href="#">SS.912.W.9.2:</a></p>	<p><b>Remarks/Examples:</b> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</p>

<p><a href="#">SS.912.W.9.3:</a></p>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <div data-bbox="561 384 1369 543" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.</p> </div>
<p><a href="#">SS.912.W.9.4:</a></p>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <div data-bbox="561 632 1369 753" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p> </div>
<p><a href="#">SS.912.W.9.5:</a></p>	<p>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>
<p><a href="#">SS.912.W.9.6:</a></p>	<p>Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</p>
<p><a href="#">SS.912.W.9.7:</a></p>	<p>Describe the impact of and global response to international terrorism.</p>
<p><a href="#">SS.912.G.1.1:</a></p>	<p>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</p>
<p><a href="#">SS.912.G.1.2:</a></p>	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>
<p><a href="#">SS.912.G.1.3:</a></p>	<p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p>
<p><a href="#">SS.912.G.2.1:</a></p>	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <div data-bbox="561 1503 1369 1734" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p> </div>
<p><a href="#">SS.912.G.2.2:</a></p>	<p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</p>
<p><a href="#">SS.912.G.2.3:</a></p>	<p>Use geographic terms and tools to analyze case studies of</p>

	<p>regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are desertification, global warming, cataclysmic natural disasters.</p> </div>
<a href="#">SS.912.G.4.1:</a>	Interpret population growth and other demographic data for any given place.
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#">SS.912.G.4.7:</a>	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
<a href="#">SS.912.G.4.9:</a>	Use political maps to describe the change in boundaries and governments within continents over time.
	Relate works in the arts to various cultures.
<a href="#">SS.912.H.1.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p> </div>
<a href="#">SS.912.H.3.1:</a>	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and</li> </ol>

	<p>conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#">LAFS.910.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<a href="#">LAFS.910.RH.1.3:</a>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<a href="#">LAFS.910.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<a href="#">LAFS.910.RH.2.5:</a>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<a href="#">LAFS.910.RH.2.6:</a>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<a href="#">LAFS.910.RH.3.7:</a>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<a href="#">LAFS.910.RH.3.8:</a>	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
<a href="#">LAFS.910.RH.3.9:</a>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<a href="#">LAFS.910.RH.4.10:</a>	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

[LAFS.910.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

[LAFS.910.WHST.1.2:](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows

from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.WHST.3.7:](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[LAFS.910.WHST.3.8:](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[LAFS.910.WHST.4.10:](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the

problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools

might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

<p><a href="#">MAFS.K12.MP.6.1:</a></p>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.912.C.2.4:</a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div data-bbox="561 1314 1369 1476" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>



## **Philosophy Honors: Ethics (#2105355)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2105355

**Abbreviated Title:** PHILOS HON ETHICS

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

The learner, building on the foundations of Philosophy Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Special Notes: Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## **COURSE STANDARDS**

### **Aligned Clusters:**

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.3.10:</a>	Review different economic and philosophic ideologies.

	<p><b>Remarks/Examples:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
<a href="#">SS.912.A.7.5:</a>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p>
<a href="#">SS.912.W.2.12:</a>	<p>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</p>
<a href="#">SS.912.W.2.13:</a>	<p>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</p>
<a href="#">SS.912.W.2.16:</a>	<p>Trace the growth and development of a national identity in the countries of England, France, and Spain.</p>
<a href="#">SS.912.W.2.17:</a>	<p>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</p> <p><b>Remarks/Examples:</b> Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</p>
<a href="#">SS.912.W.1.1:</a>	<p>Use timelines to establish cause and effect relationships of historical events.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.W.1.4:</a>	<p>Explain how historians use historical inquiry and other sciences to understand the past.</p> <p><b>Remarks/Examples:</b> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>

<a href="#">SS.912.W.1.5:</a>	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
<a href="#">SS.912.W.1.6:</a>	Evaluate the role of history in shaping identity and character. <b>Remarks/Examples:</b> Examples are ethnic, cultural, personal, national, religious.
<a href="#">SS.912.W.3.1:</a>	Discuss significant people and beliefs associated with Islam. <b>Remarks/Examples:</b> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
<a href="#">SS.912.W.3.2:</a>	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
<a href="#">SS.912.W.3.5:</a>	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. <b>Remarks/Examples:</b> Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
<a href="#">SS.912.W.4.5:</a>	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
<a href="#">SS.912.W.4.7:</a>	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
<a href="#">SS.912.W.4.8:</a>	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe. <b>Remarks/Examples:</b> Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
<a href="#">SS.912.W.4.9:</a>	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. <b>Remarks/Examples:</b> Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
<a href="#">SS.912.W.4.10:</a>	Identify the major contributions of individuals associated with

	the Scientific Revolution.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.</p> </div>
<a href="#">SS.912.W.4.14:</a>	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
<a href="#">SS.912.W.5.2:</a>	Identify major causes of the Enlightenment. <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</p> </div>
<a href="#">SS.912.W.5.3:</a>	Summarize the major ideas of Enlightenment philosophers.
<a href="#">SS.912.W.5.5:</a>	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
<a href="#">SS.912.W.6.3:</a>	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
<a href="#">SS.912.W.6.6:</a>	Analyze the causes and effects of imperialism. <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)</p> </div>
<a href="#">SS.912.W.7.10:</a>	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
<a href="#">SS.912.W.8.6:</a>	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
<a href="#">SS.912.W.8.8:</a>	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies. <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.</p> </div>
<a href="#">SS.912.W.8.9:</a>	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
<a href="#">SS.912.W.8.10:</a>	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

	<p><b>Remarks/Examples:</b> Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</p>
<p><a href="#">SS.912.W.9.1:</a></p>	<p>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p> <p><b>Remarks/Examples:</b> Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</p>
<p><a href="#">SS.912.W.9.3:</a></p>	<p>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p> <p><b>Remarks/Examples:</b> Examples are prejudice, racism, stereotyping, economic competition.</p>
<p><a href="#">SS.912.W.9.4:</a></p>	<p>Describe the causes and effects of twentieth century nationalist conflicts.</p> <p><b>Remarks/Examples:</b> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</p>
<p><a href="#">SS.912.W.9.7:</a></p>	<p>Describe the impact of and global response to international terrorism.</p>
<p><a href="#">SS.912.C.1.1:</a></p>	<p>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</p>
<p><a href="#">SS.912.C.1.2:</a></p>	<p>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</p>
<p><a href="#">SS.912.C.1.3:</a></p>	<p>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</p>
<p><a href="#">SS.912.C.1.4:</a></p>	<p>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</p>
<p><a href="#">SS.912.C.1.5:</a></p>	<p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances,</p>

	separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
	Experience the responsibilities of citizens at the local, state, or federal levels.
<a href="#">SS.912.C.2.3:</a>	<p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#">SS.912.C.2.4:</a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
	Explain why rights have limits and are not absolute.
<a href="#">SS.912.C.2.7:</a>	<p><b>Remarks/Examples:</b> Examples are speech, search and seizure, religion, gun possession.</p>
	Analyze the impact of citizen participation as a means of achieving political and social change.
<a href="#">SS.912.C.2.8:</a>	<p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
<a href="#">SS.912.C.2.9:</a>	<p><b>Remarks/Examples:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
	Monitor current public issues in Florida.
<a href="#">SS.912.C.2.10:</a>	<p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to</p>

	government officials, political text messaging.
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.12:</a>	Explain the changing roles of television, radio, press, and Internet in political communication.
	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
<a href="#">SS.912.C.2.13:</a>	<p><b>Remarks/Examples:</b>  Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#">SS.912.C.2.14:</a>	Evaluate the processes and results of an election at the state or federal level.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.1:</a>	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
<a href="#">SS.912.C.3.2:</a>	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
	Evaluate the significance and outcomes of landmark Supreme Court cases.
<a href="#">SS.912.C.3.10:</a>	<p><b>Remarks/Examples:</b>  Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<a href="#">SS.912.C.3.11:</a>	Contrast how the Constitution safeguards and limits individual rights.
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
<a href="#">SS.912.C.3.13:</a>	<p><b>Remarks/Examples:</b>  Examples are education, transportation, crime prevention, funding of services.</p>
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent,



	reserved).
<a href="#">SS.912.C.3.15:</a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#">SS.912.C.4.1:</a>	Explain how the world's nations are governed differently.
<a href="#">SS.912.C.4.2:</a>	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
<a href="#">SS.912.C.4.3:</a>	Assess human rights policies of the United States and other countries.
<a href="#">SS.912.G.1.1:</a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#">SS.912.H.1.4:</a>	Explain philosophical beliefs as they relate to works in the arts. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p> </div>
<a href="#">SS.912.H.2.3:</a>	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
<a href="#">SS.912.H.2.4:</a>	Examine the effects that works in the arts have on groups, individuals, and cultures.
<a href="#">SS.912.H.3.2:</a>	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into</li> </ol>

the discussion; and clarify, verify, or challenge ideas and conclusions.

- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[LAFS.910.RH.1.3:](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[LAFS.910.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[LAFS.910.RH.2.5:](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

[LAFS.910.RH.2.6:](#)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

[LAFS.910.RH.3.7:](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

[LAFS.910.RH.3.8:](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

[LAFS.910.RH.3.9:](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

[LAFS.910.RH.4.10:](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band

independently and proficiently.

Write arguments focused on *discipline-specific content*.

[LAFS.910.WHST.1.1:](#)

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<a href="#">LAFS.910.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.910.WHST.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.WHST.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.WHST.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.910.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if</p>

necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.5.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or

	<p>course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><a href="#">MAFS.K12.MP.6.1:</a></p>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#">HE.912.C.2.7:</a></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <div data-bbox="561 1346 1369 1549" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p> </div>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.AA.1:</a></p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>

## **Engaged Citizenship through Service-Learning, 1 (#2104350)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104350

**Abbreviated Title:** ENG CITIZ SERV LRNG1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 30-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/family/learnserv.asp](http://www.fldoe.org/family/learnserv.asp).

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).

Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and



teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  <b>Remarks/Examples:</b>  Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#">SS.912.A.3.12:</a>	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.
<a href="#">SS.912.A.7.12:</a>	Analyze political, economic, and social concerns that emerged at the

	<p>end of the 20th century and into the 21st century.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b>  Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.C.2.2:</a>	<p>Evaluate the importance of political participation and civic participation.</p>
<a href="#">SS.912.C.2.3:</a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Remarks/Examples:</b>  Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#">SS.912.C.2.5:</a>	<p>Conduct a service project to further the public good.</p> <p><b>Remarks/Examples:</b>  Examples are school, community, state, national, international.</p>
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b>  Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b>  Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.2.11:</a>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<a href="#">SS.912.E.2.2:</a>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>

<a href="#">SS.912.G.5.5:</a>	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
<a href="#">LAFS.910.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<a href="#">LAFS.910.RI.4.10:</a>	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.W.1.1:</a>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#">LAFS.910.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ol>

	<ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#">LAFS.910.SL.1.2:</a>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<a href="#">LAFS.910.SL.1.3:</a>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<a href="#">LAFS.910.SL.2.4:</a>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<a href="#">LAFS.910.L.3.4:</a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<a href="#">LAFS.910.L.3.4a:</a>	<p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

<a href="#">LAFS.910.L.3.4c:</a>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
<a href="#">LAFS.910.L.3.4d:</a>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<a href="#">MAFS.K12.MP.1.1:</a>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<a href="#">MAFS.K12.MP.3.1:</a>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct</p>

arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

Appraise the potential short-term and long-term outcomes of each alternative on self and others.

[HE.912.B.5.3:](#)

**Remarks/Examples:**

	Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
<a href="#">HE.912.B.5.5:</a>	<p>Examine barriers that can hinder healthy decision making.</p> <p><b>Remarks/Examples:</b> Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<a href="#">HE.912.C.1.4:</a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p><b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#">PE.912.R.5.4:</a>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **Engaged Citizenship through Service-Learning, 2 (#2104360)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2104360

**Abbreviated Title:** ENG CITIZ SERV LRNG2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 40-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at [www.fl DOE.org/family/learnserve.asp](http://www.fl DOE.org/family/learnserve.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to



safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Assess and evaluate impacts of their efforts, measuring outputs and impacts not only on the communities being served, but also on her/himself.
8. Provide documentation of activities and the minimum 40 hours of participation in one or more approved service-learning projects.

For this second-level high school course, the expectation is that students will not only engage in more service-learning hours and activities than students in the first level, but will also show higher levels of responsibility and leadership in project design and implementation. Additional roles can include helping other students or teachers with aspects of project design and implementation, and teaching/presenting to other groups inside and beyond the school about course-based projects.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and

teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### Aligned Clusters:

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
<a href="#">SS.912.A.1.5:</a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p><b>Remarks/Examples:</b></p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p>
<a href="#">SS.912.A.3.12:</a>	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p><b>Remarks/Examples:</b></p> <p>Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p>
<a href="#">SS.912.A.7.12:</a>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p>

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<a href="#">SS.912.W.1.3:</a>	<p>Interpret and evaluate primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples are artifacts, images, auditory and written sources.</p>
<a href="#">SS.912.C.2.2:</a>	<p>Evaluate the importance of political participation and civic participation.</p>
<a href="#">SS.912.C.2.3:</a>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p><b>Remarks/Examples:</b> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<a href="#">SS.912.C.2.5:</a>	<p>Conduct a service project to further the public good.</p> <p><b>Remarks/Examples:</b> Examples are school, community, state, national, international.</p>
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#">SS.912.C.2.10:</a>	<p>Monitor current public issues in Florida.</p> <p><b>Remarks/Examples:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#">SS.912.C.2.11:</a>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<a href="#">SS.912.E.2.2:</a>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>
<a href="#">SS.912.G.5.5:</a>	<p>Use geographic terms and tools to analyze case studies of policies and</p>

	programs for resource use and management.
<a href="#">LAFS.910.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.910.RI.4.10:</a>	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.W.1.1:</a>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#">LAFS.910.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#">LAFS.910.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and</li> </ol>

decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- [LAFS.910.L.3.4:](#)
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[LAFS.910.L.3.4a:](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

[LAFS.910.L.3.4c:](#) Consult general and specialized reference materials (e.g., dictionaries,

glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

[LAFS.910.L.3.4d:](#)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings,

diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.912.B.5.3:](#)

Appraise the potential short-term and long-term outcomes of each alternative on self and others.

**Remarks/Examples:**

Nutrition plan based on personal needs and preferences, impact of

	chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
<a href="#">HE.912.B.5.5:</a>	Examine barriers that can hinder healthy decision making.  <b>Remarks/Examples:</b> Interpersonal, financial, environmental factors, and accessibility of health information.
<a href="#">HE.912.C.1.4:</a>	Propose strategies to reduce or prevent injuries and health problems.  <b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#">PE.912.R.5.4:</a>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.  <b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



## **M/J United States History & Civics (#2100045)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2100045

**Abbreviated Title:** M/J US HIST & CIVICS

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### **GENERAL NOTES**

M/J U.S. History - The eighth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics and Civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

M/J Civics - The primary content for this portion of the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

Mathematics Benchmark Guidance - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

Special Notes: This course is meant as a means of combining the required M/J United States History content with remediation of the required M/J Civics content.

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf>

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

### **Integrate Florida Standards for Mathematical Practice (MP) as applicable.**

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.

### **Aligned Cluster:**

MAFS.6.SP.1 Summarize and describe distributions.

Name	Description
<a href="#">SS.7.C.1.1:</a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
<a href="#">SS.7.C.1.2:</a>	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
<a href="#">SS.7.C.1.3:</a>	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
<a href="#">SS.7.C.1.4:</a>	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
<a href="#">SS.7.C.1.5:</a>	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
<a href="#">SS.7.C.1.6:</a>	Interpret the intentions of the Preamble of the Constitution.
<a href="#">SS.7.C.1.7:</a>	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
<a href="#">SS.7.C.1.8:</a>	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
<a href="#">SS.7.C.1.9:</a>	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
<a href="#">SS.7.C.2.1:</a>	Define the term "citizen," and identify legal means of becoming a United States citizen.
<a href="#">SS.7.C.2.2:</a>	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

<p><a href="#">SS.7.C.2.3:</a></p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p> </div>
<p><a href="#">SS.7.C.2.4:</a></p>	<p>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</p>
<p><a href="#">SS.7.C.2.5:</a></p>	<p>Distinguish how the Constitution safeguards and limits individual rights.</p>
<p><a href="#">SS.7.C.2.6:</a></p>	<p>Simulate the trial process and the role of juries in the administration of justice.</p>
<p><a href="#">SS.7.C.2.7:</a></p>	<p>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</p>
<p><a href="#">SS.7.C.2.8:</a></p>	<p>Identify America's current political parties, and illustrate their ideas about government.</p>
<p><a href="#">SS.7.C.2.9:</a></p>	<p>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.</p>
<p><a href="#">SS.7.C.2.10:</a></p>	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p>
<p><a href="#">SS.7.C.2.11:</a></p>	<p>Analyze media and political communications (bias, symbolism, propaganda).</p>
<p><a href="#">SS.7.C.2.12:</a></p>	<p>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</p>
<p><a href="#">SS.7.C.2.13:</a></p>	<p>Examine multiple perspectives on public and current issues.</p>
<p><a href="#">SS.7.C.2.14:</a></p>	<p>Conduct a service project to further the public good.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b>  The project can be at the school, community, state, national, or international level.</p> </div>
<p><a href="#">SS.7.C.3.1:</a></p>	<p>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</p>
<p><a href="#">SS.7.C.3.2:</a></p>	<p>Compare parliamentary, federal, confederal, and unitary systems of government.</p>
<p><a href="#">SS.7.C.3.3:</a></p>	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</p>
<p><a href="#">SS.7.C.3.4:</a></p>	<p>Identify the relationship and division of powers between the federal</p>

	government and state governments.
<a href="#">SS.7.C.3.5:</a>	Explain the Constitutional amendment process.
<a href="#">SS.7.C.3.6:</a>	Evaluate Constitutional rights and their impact on individuals and society.
<a href="#">SS.7.C.3.7:</a>	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
<a href="#">SS.7.C.3.8:</a>	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
<a href="#">SS.7.C.3.9:</a>	Illustrate the law making process at the local, state, and federal levels.
<a href="#">SS.7.C.3.10:</a>	Identify sources and types (civil, criminal, constitutional, military) of law.
<a href="#">SS.7.C.3.11:</a>	Diagram the levels, functions, and powers of courts at the state and federal levels.
<a href="#">SS.7.C.3.12:</a>	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
<a href="#">SS.7.C.3.13:</a>	Compare the constitutions of the United States and Florida.
<a href="#">SS.7.C.3.14:</a>	Differentiate between local, state, and federal governments' obligations and services.
<a href="#">SS.7.C.4.1:</a>	Differentiate concepts related to United States domestic and foreign policy.
<a href="#">SS.7.C.4.2:</a>	Recognize government and citizen participation in international organizations. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</div>
<a href="#">SS.7.C.4.3:</a>	Describe examples of how the United States has dealt with international conflicts.
<a href="#">SS.8.A.1.1:</a>	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>.</div>

<a href="#">SS.8.A.1.2:</a>	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
<a href="#">SS.8.A.1.3:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</p>
<a href="#">SS.8.A.1.4:</a>	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
<a href="#">SS.8.A.1.5:</a>	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
	Compare interpretations of key events and issues throughout American History.
<a href="#">SS.8.A.1.6:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, historiography.</p>
<a href="#">SS.8.A.1.7:</a>	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
<a href="#">SS.8.A.2.1:</a>	<p><b>Remarks/Examples:</b>  This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>
	Compare the characteristics of the New England, Middle, and Southern colonies.
<a href="#">SS.8.A.2.2:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>
	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
<a href="#">SS.8.A.2.3:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>
<a href="#">SS.8.A.2.4:</a>	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

	<p><b>Remarks/Examples:</b> Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p>
<a href="#">SS.8.A.2.5:</a>	<p>Discuss the impact of colonial settlement on Native American populations.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p>
<a href="#">SS.8.A.2.6:</a>	<p>Examine the causes, course, and consequences of the French and Indian War.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</p>
<a href="#">SS.8.A.2.7:</a>	<p>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p>
<a href="#">SS.8.A.3.1:</a>	<p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</p>
<a href="#">SS.8.A.3.2:</a>	<p>Explain American colonial reaction to British policy from 1763 - 1774.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</p>
<a href="#">SS.8.A.3.3:</a>	<p>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</p>

	<p><b>Remarks/Examples:</b> Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p>
<a href="#">SS.8.A.3.4:</a>	<p>Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>
<a href="#">SS.8.A.3.5:</a>	<p>Describe the influence of individuals on social and political developments during the Revolutionary era.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</p>
<a href="#">SS.8.A.3.6:</a>	<p>Examine the causes, course, and consequences of the American Revolution.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>
<a href="#">SS.8.A.3.7:</a>	<p>Examine the structure, content, and consequences of the Declaration of Independence.</p>
<a href="#">SS.8.A.3.8:</a>	<p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</p>
<a href="#">SS.8.A.3.9:</a>	<p>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p>
<a href="#">SS.8.A.3.10:</a>	<p>Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise,</p>



	Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
<a href="#">SS.8.A.3.11:</a>	Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
	Examine the influences of George Washington's presidency in the formation of the new nation.
<a href="#">SS.8.A.3.12:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</p>
	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
<a href="#">SS.8.A.3.13:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but aren't limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</p>
	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
<a href="#">SS.8.A.3.14:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.</p>
<a href="#">SS.8.A.3.15:</a>	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
	Examine key events in Florida history as each impacts this era of American history.
<a href="#">SS.8.A.3.16:</a>	<p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p>
<a href="#">SS.8.A.4.1:</a>	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession,

	California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
<a href="#">SS.8.A.4.2:</a>	Describe the debate surrounding the spread of slavery into western territories and Florida.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.
<a href="#">SS.8.A.4.3:</a>	Examine the experiences and perspectives of significant individuals and groups during this era of American History.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.
<a href="#">SS.8.A.4.4:</a>	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
<a href="#">SS.8.A.4.5:</a>	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.
<a href="#">SS.8.A.4.6:</a>	Identify technological improvements (inventions/inventors) that contributed to industrial growth.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.
<a href="#">SS.8.A.4.7:</a>	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
<a href="#">SS.8.A.4.8:</a>	Describe the influence of individuals on social and political developments of this era in American History.  <b>Remarks/Examples:</b> Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly

	<p>Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</p>
<p><a href="#">SS.8.A.4.9:</a></p>	<p>Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.</p>
<p><a href="#">SS.8.A.4.10:</a></p>	<p>Analyze the impact of technological advancements on the agricultural economy and slave labor.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.</p>
<p><a href="#">SS.8.A.4.11:</a></p>	<p>Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.</p>
<p><a href="#">SS.8.A.4.12:</a></p>	<p>Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.</p>
<p><a href="#">SS.8.A.4.13:</a></p>	<p>Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.</p>
<p><a href="#">SS.8.A.4.14:</a></p>	<p>Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).</p>
<p><a href="#">SS.8.A.4.15:</a></p>	<p>Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.</p>
<p><a href="#">SS.8.A.4.16:</a></p>	<p>Identify key ideas and influences of Jacksonian democracy.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.</p>
<p><a href="#">SS.8.A.4.17:</a></p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Andrew Jackson's</p>

	<p>military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</p>
<p><a href="#">SS.8.A.4.18:</a></p>	<p>Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>
<p><a href="#">SS.8.A.5.1:</a></p>	<p>Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).</p>
<p><a href="#">SS.8.A.5.2:</a></p>	<p>Analyze the role of slavery in the development of sectional conflict.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</p>
<p><a href="#">SS.8.A.5.3:</a></p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.</p> <p><b>Remarks/Examples:</b>  Examples may include, but aren't limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.</p>
<p><a href="#">SS.8.A.5.4:</a></p>	<p>Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.</p>
<p><a href="#">SS.8.A.5.5:</a></p>	<p>Compare Union and Confederate strengths and weaknesses.</p> <p><b>Remarks/Examples:</b>  Examples may include, but aren't limited to, technology,</p>

	resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.
<a href="#">SS.8.A.5.6:</a>	<p>Compare significant Civil War battles and events and their effects on civilian populations.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.</p>
<a href="#">SS.8.A.5.7:</a>	<p>Examine key events and peoples in Florida history as each impacts this era of American history.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.</p>
<a href="#">SS.8.A.5.8:</a>	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
<a href="#">SS.8.C.1.1:</a>	Identify the constitutional provisions for establishing citizenship.
<a href="#">SS.8.C.1.2:</a>	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
<a href="#">SS.8.C.1.3:</a>	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
<a href="#">SS.8.C.1.4:</a>	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
<a href="#">SS.8.C.1.5:</a>	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
<a href="#">SS.8.C.1.6:</a>	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
<a href="#">SS.8.C.2.1:</a>	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
<a href="#">SS.8.E.1.1:</a>	Examine motivating economic factors that influenced the development

	<p>of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p><b>Remarks/Examples:</b> Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.</p>
<a href="#">SS.8.E.2.1:</a>	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
	<p>Explain the economic impact of government policies.</p> <p><b>Remarks/Examples:</b> Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.</p>
<a href="#">SS.8.E.2.2:</a>	
<a href="#">SS.8.E.2.3:</a>	Assess the role of Africans and other minority groups in the economic development of the United States.
	<p>Evaluate domestic and international interdependence.</p> <p><b>Remarks/Examples:</b> Examples are triangular trade routes and regional exchange of resources.</p>
<a href="#">SS.8.E.3.1:</a>	
<a href="#">SS.8.G.1.1:</a>	Use maps to explain physical and cultural attributes of major regions throughout American history.
<a href="#">SS.8.G.1.2:</a>	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
	<p>Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.</p> <p><b>Remarks/Examples:</b> Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.</p>
<a href="#">SS.8.G.2.1:</a>	
	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.</p> <p><b>Remarks/Examples:</b> Examples are cataclysmic natural disasters, shipwrecks.</p>
<a href="#">SS.8.G.2.2:</a>	
<a href="#">SS.8.G.2.3:</a>	Use geographic terms and tools to analyze case studies of how selected

	regions of the United States have changed over time.
<a href="#">SS.8.G.3.1:</a>	Locate and describe in geographic terms the major ecosystems of the United States.
<a href="#">SS.8.G.3.2:</a>	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
<a href="#">SS.8.G.4.1:</a>	Interpret population growth and other demographic data for any given place in the United States throughout its history.
<a href="#">SS.8.G.4.2:</a>	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
<a href="#">SS.8.G.4.3:</a>	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
<a href="#">SS.8.G.4.4:</a>	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
<a href="#">SS.8.G.4.5:</a>	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
<a href="#">SS.8.G.4.6:</a>	Use political maps to describe changes in boundaries and governance throughout American history.
<a href="#">SS.8.G.5.1:</a>	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
<a href="#">SS.8.G.5.2:</a>	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples are deforestation, urbanization, agriculture.</p> </div>
<a href="#">SS.8.G.6.1:</a>	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
<a href="#">SS.8.G.6.2:</a>	Illustrate places and events in U.S. history through the use of narratives and graphic representations. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Examples are maps, graphs, tables.</p> </div>
<a href="#">LAFS.8.SL.1.2:</a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<a href="#">LAFS.8.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the

	evidence and identifying when irrelevant evidence is introduced.
<a href="#">LAFS.8.SL.2.4:</a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.1.3:</a>	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<a href="#">LAFS.68.RH.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LAFS.68.WHST.1.1:</a>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#">LAFS.68.WHST.1.2:</a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical



processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.68.WHST.2.4:](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.68.WHST.2.5:](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.68.WHST.2.6:](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[LAFS.68.WHST.3.7:](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[LAFS.68.WHST.3.8:](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.3.9:](#) Draw evidence from informational texts to support analysis reflection, and research.

[LAFS.68.WHST.4.10:](#) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[HE.8.C.2.4:](#) Critique school and public health policies that influence health promotion and disease prevention.

**Remarks/Examples:**

Speed-limit laws, immunization requirements, universal

precautions, zero tolerance, report bullying, and cell phone/texting laws.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.AA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## Eastern and Western Heritage Honors (#2100460)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2100460

**Abbreviated Title:** EAST/WEST HERI HON

**Number of Credits:** One credit (1)

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## **African-American History (#2100335)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 2100335

**Abbreviated Title:** AFRICAN-AMER HISTORY

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Requires a Highly Qualified Teacher (HQT)?** Yes

### **GENERAL NOTES**

This course consists of the following content area strands: World History, United States History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African-Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African-American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

**Mathematics Benchmark Guidance** - Social studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts and graphs.

**Instructional Practices** - Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">SS.912.A.1.2:</a>	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
<a href="#">SS.912.A.1.3:</a>	Utilize timelines to identify the time sequence of historical data.
<a href="#">SS.912.A.1.4:</a>	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
<a href="#">SS.912.A.1.5:</a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  <b>Remarks/Examples:</b>  Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#">SS.912.A.2.1:</a>	Review causes and consequences of the Civil War.  <b>Remarks/Examples:</b>  Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.

<p><a href="#">SS.912.A.2.2:</a></p>	<p>Assess the influence of significant people or groups on Reconstruction.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.</p>
<p><a href="#">SS.912.A.2.4:</a></p>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<p><a href="#">SS.912.A.2.5:</a></p>	<p>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</p>
<p><a href="#">SS.912.A.2.6:</a></p>	<p>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p>
<p><a href="#">SS.912.A.3.5:</a></p>	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p>
<p><a href="#">SS.912.A.5.6:</a></p>	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p>
<p><a href="#">SS.912.A.5.7:</a></p>	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</p>
<p><a href="#">SS.912.A.5.8:</a></p>	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</p>
<p><a href="#">SS.912.A.5.9:</a></p>	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, 100 Percent Americanism.</p>

<a href="#">SS.912.A.5.10:</a>	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
<a href="#">SS.912.A.7.5:</a>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</p> <div data-bbox="544 388 1421 556" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p> </div>
<a href="#">SS.912.A.7.6:</a>	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</p> <div data-bbox="544 640 1421 1060" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p> </div>
<a href="#">SS.912.A.7.7:</a>	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</p> <div data-bbox="544 1144 1421 1341" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p> </div>
<a href="#">SS.912.W.4.14:</a>	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
<a href="#">SS.912.C.2.9:</a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <div data-bbox="544 1543 1421 1740" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p> </div>
<a href="#">SS.912.G.4.2:</a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#">SS.912.G.4.3:</a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

<p><a href="#">MAFS.912.S-ID.1.1:</a></p>	<p>Represent data with plots on the real number line (dot plots, histograms, and box plots). ★</p> <p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><a href="#">MAFS.912.S-ID.1.2:</a></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><a href="#">MAFS.912.S-ID.1.3:</a></p>	<p>Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★</p> <p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<p><a href="#">MAFS.912.S-ID.1.4:</a></p>	<p>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★</p>
<p><a href="#">MAFS.912.S-IC.2.3:</a></p>	<p>Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★</p>
<p><a href="#">MAFS.912.S-IC.2.4:</a></p>	<p>Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★</p>
<p><a href="#">MAFS.912.S-IC.2.5:</a></p>	<p>Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★</p>
<p><a href="#">MAFS.912.S-IC.2.6:</a></p>	<p>Evaluate reports based on data. ★</p>
<p><a href="#">LAFS.910.SL.1.1:</a></p>	<p>Initiate and participate effectively in a range of collaborative</p>



discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[LAFS.910.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[LAFS.910.RH.1.3:](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[LAFS.910.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[LAFS.910.RH.4.10:](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

[LAFS.910.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.910.WHST.1.2:](#)

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.910.WHST.2.4:](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.2.5:](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[LAFS.910.WHST.2.6:](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Make sense of problems and persevere in solving them.**

[MAFS.K12.MP.1.1:](#) Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

[MAFS.K12.MP.3.1:](#) Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the

arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to

[MAFS.K12.MP.6.1:](#)

	examine claims and make explicit use of definitions.
<a href="#">HE.912.C.1.3:</a>	<p>Evaluate how environment and personal health are interrelated.</p> <div data-bbox="545 279 1424 478" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>  Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p> </div>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">ELD.K12.ELL.AA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## Elementary Adaptive Physical Education IEP or 504 Plan (#5015000)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 5015000

**Abbreviated Title:** E ADAP PE IEP/504

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** K,1,2,3,4,5

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.K.G.1.1:</a>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">PE.K.M.1.1:</a>	Use a variety of locomotor skills to travel in personal and general space. <div style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> Some examples of locomotor skills are running, galloping and</div>

	skipping.
<a href="#">PE.K.M.1.3:</a>	Balance a lightweight object on a paddle/racket while moving.
<a href="#">PE.K.M.1.5:</a>	Use two hands to bounce and catch a large playground ball.
<a href="#">PE.K.M.1.7:</a>	Catch a variety of self-tossed objects.
<a href="#">PE.K.M.1.8:</a>	Roll and throw a variety of objects using an underhand motion.
<a href="#">PE.K.M.1.11:</a>	Balance on a variety of body parts.
	Recognize locomotor skills.
<a href="#">PE.K.C.2.1:</a>	<p><b>Remarks/Examples:</b> Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.</p>
	Recognize physical activities have safety rules and procedures.
<a href="#">PE.K.C.2.2:</a>	<p><b>Remarks/Examples:</b> An example would be to put equipment away when not in use in order to keep the physical activity area safe.</p>
	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.
<a href="#">PE.K.C.2.4:</a>	<p><b>Remarks/Examples:</b> An example of a danger is entering the water when there is not an adult present.</p>
<a href="#">PE.K.C.2.7:</a>	Identify personal and general space.
	Recognize movement concepts.
<a href="#">PE.K.C.2.8:</a>	<p><b>Remarks/Examples:</b> Some examples of movement concepts are directions, pathways and levels.</p>
<a href="#">PE.K.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.
<a href="#">PE.K.L.3.6:</a>	Identify the benefits of participating in physical activity.
<a href="#">PE.K.L.3.7:</a>	Verbally state the search used before crossing a roadway.
<a href="#">PE.K.L.4.1:</a>	Identify the location of muscles that help the body perform specific physical activities.
<a href="#">PE.K.L.4.2:</a>	Identify that the heart beats faster during more intense physical activity.
<a href="#">PE.K.L.4.3:</a>	Identify activities that increase breathing and heart rate.
<a href="#">PE.K.L.4.5:</a>	Identify a benefit of flexibility.
<a href="#">PE.K.L.4.6:</a>	Differentiate between healthy and unhealthy food choices.

<a href="#">PE.K.R.5.1:</a>	Identify ways to cooperate with a partner during physical activity.
<a href="#">PE.K.R.5.2:</a>	Use equipment safely and properly.
<a href="#">PE.K.R.5.3:</a>	Identify ways to treat others with respect during physical activity.
<a href="#">PE.K.R.6.1:</a>	Identify physical activities that are enjoyable.
<a href="#">PE.K.R.6.2:</a>	Identify a benefit of willingly trying new movements and motor skills.
<a href="#">PE.K.R.6.3:</a>	Identify the benefits of continuing to participate when not successful on the first try.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## M/J Adaptive Physical Education IEP or 504 Plan (MC) (#1500000)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1500000

**Abbreviated Title:** M/J ADAP PE IEP/504

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### VERSION DESCRIPTION

Content for students enrolled in this course should be based upon each individual students IEP or 504 Plan.

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">LAFS.6.RI.3.7:</a>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<a href="#">PE.6.C.2.2:</a>	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness. <div data-bbox="505 1797 1365 1879"><b>Remarks/Examples:</b></div>

	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<a href="#">PE.6.C.2.6:</a>	Classify activities as aerobic or anaerobic.
<a href="#">PE.6.C.2.13:</a>	List appropriate warm-up and cool-down techniques and the reasons for using them.
<a href="#">PE.6.C.2.14:</a>	List terminology and etiquette in educational gymnastics or dance.
	Identify the basic rules for team sports.
<a href="#">PE.7.C.2.1:</a>	<p><b>Remarks/Examples:</b> Some examples are setting up to start, violating rules and keeping accurate score.</p>
	Identify the basic rules for outdoor pursuits/aquatics.
<a href="#">PE.7.C.2.2:</a>	<p><b>Remarks/Examples:</b> Some examples are setting up to start, violating rules and keeping accurate score.</p>
<a href="#">PE.6.L.3.1:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.6.L.3.2:</a>	Participate in vigorous physical activity on a daily basis.
<a href="#">PE.7.L.3.1:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.7.L.3.2:</a>	Participate in vigorous physical activity on a daily basis.
<a href="#">PE.6.L.4.4:</a>	Develop a personal fitness program including a variety of physical activities.
<a href="#">PE.6.R.5.1:</a>	List ways that peer pressure can be positive and negative.
<a href="#">PE.6.R.5.2:</a>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
	Demonstrate responsible behaviors during physical activities.
<a href="#">PE.6.R.5.3:</a>	<p><b>Remarks/Examples:</b> Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p>
<a href="#">PE.6.R.5.4:</a>	Describe the personal, social and ethical behaviors that apply to specific physical activities.
<a href="#">PE.6.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.7.R.5.1:</a>	Identify situations in which peer pressure could negatively impact one's own behavior choices.
<a href="#">PE.6.R.6.3:</a>	Participate in games, sports and/or physical activities from other

	cultures.
<a href="#">PE.7.R.6.2:</a>	<p>Discuss the potential benefits of participation in a variety of physical activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p> </div>
<a href="#">PE.6.M.1.4:</a>	Perform at least three activities having value for cardiorespiratory fitness.
<a href="#">PE.6.M.1.5:</a>	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
<a href="#">PE.6.M.1.9:</a>	Create and perform a rhythmic movement sequence while working with a partner or group.
<a href="#">PE.6.M.1.10:</a>	Design and perform different group dance and rhythm sequences that incorporate equipment.
<a href="#">PE.6.M.1.11:</a>	Apply proper warm-up and cool-down techniques.
<a href="#">PE.6.M.1.12:</a>	<p>Use proper safety practices.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.</p> </div>
<a href="#">PE.7.M.1.1:</a>	<p>Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.</p> </div>
<a href="#">PE.7.M.1.7:</a>	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## M/J Physical Education Transfer (#1500220)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1500220

**Abbreviated Title:** M/J PHYS ED TRAN

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

# Completion of Interscholastic Sports Season 1 (#1500410)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1500410

**Abbreviated Title:** INTERSCH SSN 1 - COM

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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## COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Completion of Interscholastic Sports Season 2 (#1500420)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1500420

**Abbreviated Title:** INTERSCH SSN 2 - COM

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Personal Fitness Competency Test Waiver (#1500430)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1500430

**Abbreviated Title:** INTERSCH SPTS WAIVER

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

# Marching Band PE Waiver - (for Personal Fitness option only) (#1500440)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1500440

**Abbreviated Title:** MCHG BAND PE WAIVER

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



**Dance Waiver (0.5 for Personal Fitness option only) for entering  
0708 (#1500445)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1500445

**Abbreviated Title:** DANCE WAIVER

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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**COURSE STANDARDS**

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## JROTC/Physical Education Waiver - Completion of Year 1 (#1500450)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1500450

**Abbreviated Title:** JROTC/PE YR1 WAIVER

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## **JROTC/Physical Education Waiver - Completion of Year 2 (#1500460)**

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1500460

**Abbreviated Title:** JROTC/PE YR2 WAIVER

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### **GENERAL NOTES**

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **COURSE STANDARDS**

<b>Name</b>	<b>Description</b>
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Physical Education Transfer (#1500990)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1500990

**Abbreviated Title:** PE TRAN

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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### COURSE STANDARDS

Name	Description
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Personal Fitness (#1501300)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1501300

**Abbreviated Title:** PERS FIT

**Number of Credits:** Half credit (.5)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### VERSION DESCRIPTION

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

[MAFS.912.S-MD.2.7:](#)

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

[LAFS.910.W.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[LAFS.910.SL.1.1:](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.L.3.4:](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that

indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[LAFS.1112.RST.3.7:](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Formulate an effective long-term personal health plan.

[HE.912.B.6.4:](#)

**Remarks/Examples:**

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[HE.912.P.7.1:](#)

Analyze the role of individual responsibility in enhancing health.

**Remarks/Examples:**

Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.

[HE.912.P.7.2:](#)

Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

**Remarks/Examples:**

Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.

[HE.912.C.1.1:](#)

Predict how healthy behaviors can affect health status.

**Remarks/Examples:**

Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

[HE.912.C.1.3:](#)

Evaluate how environment and personal health are interrelated.

	<p><b>Remarks/Examples:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<a href="#">HE.912.C.1.4:</a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p><b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#">PE.912.C.2.15:</a>	<p>Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.</p>
<a href="#">PE.912.C.2.16:</a>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p><b>Remarks/Examples:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
<a href="#">PE.912.C.2.17:</a>	<p>Assess physiological effects of exercise during and after physical activity.</p> <p><b>Remarks/Examples:</b> Some examples are breathing, resting heart rate and blood pressure.</p>
<a href="#">PE.912.C.2.18:</a>	<p>Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.</p> <p><b>Remarks/Examples:</b> Some examples are weight-loss pills, food labels and exercise equipment.</p>
<a href="#">PE.912.C.2.22:</a>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
<a href="#">PE.912.C.2.23:</a>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<a href="#">HE.912.C.2.2:</a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p>



	<p><b>Remarks/Examples:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#">PE.912.L.3.1:</a>	<p>Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.</p>
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	<p>Identify a variety of activities that promote effective stress management.</p>
<a href="#">PE.912.L.3.6:</a>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<a href="#">PE.912.L.4.1:</a>	<p>Design a personal fitness program.</p> <p><b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<a href="#">PE.912.L.4.2:</a>	<p>Identify ways to self-assess and modify a personal fitness program.</p>
<a href="#">PE.912.L.4.3:</a>	<p>Identify strategies for setting goals when developing a personal fitness program.</p>
<a href="#">PE.912.L.4.4:</a>	<p>Use available technology to assess, design and evaluate a personal fitness program.</p>

	Apply the principles of training to personal fitness goals.
<a href="#">PE.912.L.4.5:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p> </div>
<a href="#">PE.912.L.4.6:</a>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p> </div>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.1:</a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	Analyze physical activities from which benefits can be derived.
<a href="#">PE.912.R.6.2:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p> </div>
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
<a href="#">PE.912.M.1.12:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> An example is performing plyometrics.</p> </div>
<a href="#">PE.912.M.1.13:</a>	Perform a student-designed cardiorespiratory enhancing workout.
<a href="#">PE.912.M.1.14:</a>	Utilize technology to assess, enhance and maintain health and skill-

related fitness levels.

**Remarks/Examples:**

Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.

[PE.912.M.1.15:](#)

Select and apply sport/activity specific warm-up and cool-down techniques.

[PE.912.M.1.19:](#)

Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

[PE.912.M.1.34:](#)

Demonstrate use of the mechanical principles as they apply to specific course activities.

**Remarks/Examples:**

Some examples are balance, force and leverage.

[PE.912.M.1.35:](#)

Select proper equipment and apply all appropriate safety procedures necessary for participation.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Fitness Lifestyle Design (#1501310)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1501310

**Abbreviated Title:** FIT LIFST DESIGN

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">MAFS.912.S-</a>	Analyze decisions and strategies using probability concepts (e.g.,

<a href="#">MD.2.7:</a>	product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<a href="#">LAFS.910.L.3.4:</a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<a href="#">PE.912.C.2.10:</a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#">PE.912.C.2.13:</a>	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.24:</a>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.C.2.27:</a>	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.

	<p><b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<a href="#">PE.912.L.3.1:</a>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.2:</a>	<p>Analyze physical activities from which benefits can be derived.</p> <p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.13:</a>	Perform a student-designed cardiorespiratory enhancing workout.
<a href="#">PE.912.M.1.14:</a>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.

	<p><b>Remarks/Examples:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
<p><a href="#">PE.912.M.1.15:</a></p>	<p>Select and apply sport/activity specific warm-up and cool-down techniques.</p>
<p><a href="#">PE.912.M.1.16:</a></p>	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths.</p> <p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p>
<p><a href="#">PE.912.M.1.34:</a></p>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<p><a href="#">PE.912.M.1.35:</a></p>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## Fitness Issues for Adolescence (#1501320)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1501320

**Abbreviated Title:** FIT ISSUES FOR ADOL

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★



Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[LAFS.910.SL.1.1:](#)

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

[LAFS.910.L.3.4:](#)

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[PE.912.C.2.9:](#)

Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

	<p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p>
<a href="#">PE.912.C.2.10:</a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#">PE.912.C.2.13:</a>	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
<a href="#">PE.912.C.2.15:</a>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
<a href="#">PE.912.C.2.18:</a>	<p><b>Remarks/Examples:</b> Some examples are weight-loss pills, food labels and exercise equipment.</p>
<a href="#">PE.912.L.3.1:</a>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
	Participate in a variety of activities that promote the health-related components of fitness.
<a href="#">PE.912.L.3.2:</a>	<p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
	Design a personal fitness program.
<a href="#">PE.912.L.4.1:</a>	<p><b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<a href="#">PE.912.L.4.2:</a>	Identify ways to self-assess and modify a personal fitness program.
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
	Apply the principles of training to personal fitness goals.
<a href="#">PE.912.L.4.5:</a>	<p><b>Remarks/Examples:</b></p>

	Some examples of training principles are overload, specificity and progression.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.1:</a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	Analyze physical activities from which benefits can be derived.
<a href="#">PE.912.R.6.2:</a>	<p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
<a href="#">PE.912.M.1.12:</a>	<p><b>Remarks/Examples:</b> An example is performing plyometrics.</p>
<a href="#">PE.912.M.1.13:</a>	Perform a student-designed cardiorespiratory enhancing workout.
	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
<a href="#">PE.912.M.1.14:</a>	<p><b>Remarks/Examples:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors,</p>

videotapes or digital cameras.

[PE.912.M.1.15:](#)

Select and apply sport/activity specific warm-up and cool-down techniques.

[PE.912.M.1.35:](#)

Select proper equipment and apply all appropriate safety procedures necessary for participation.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Weight Training 1 (#1501340)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1501340

**Abbreviated Title:** WEIGHT TRAIN 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### VERSION DESCRIPTION

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

[LAFS.910.SL.1.1:](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.WHST.2.6:](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[PE.912.C.2.3:](#)

Analyze the movement performance of self and others.

**Remarks/Examples:**

Some examples are video analysis and checklist.

[PE.912.C.2.6:](#)

Compare and contrast the health-related benefits of various physical activities.

[PE.912.C.2.16:](#)

Explain the methods of monitoring levels of intensity during aerobic activity.

	<p><b>Remarks/Examples:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
	Participate in a variety of activities that promote the health-related components of fitness.
<a href="#">PE.912.L.3.2:</a>	<p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.L.4.2:</a>	Identify ways to self-assess and modify a personal fitness program.
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
	Apply the principles of training to personal fitness goals.
<a href="#">PE.912.L.4.5:</a>	<p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
	Analyze physical activities from which benefits can be derived.
<a href="#">PE.912.R.6.2:</a>	<p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual

	strengths and needs.
<a href="#">PE.912.M.1.12:</a>	<p>Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> An example is performing plyometrics.</p> </div>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.16:</a>	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p> </div>
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.
<a href="#">PE.912.M.1.34:</a>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## Weight Training 2 (#1501350)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1501350

**Abbreviated Title:** WEIGHT TRAIN 2

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

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### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div data-bbox="509 1539 1367 1780" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</div>
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<a href="#">PE.912.C.2.16:</a>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p> </div>
<a href="#">PE.912.C.2.17:</a>	<p>Assess physiological effects of exercise during and after physical activity.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are breathing, resting heart rate and blood pressure.</p> </div>
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.24:</a>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and

	equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.L.3.2:</a>	Participate in a variety of activities that promote the health-related components of fitness.  <b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.L.4.2:</a>	Identify ways to self-assess and modify a personal fitness program.
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#">PE.912.L.4.5:</a>	Apply the principles of training to personal fitness goals.  <b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.2:</a>	Analyze physical activities from which benefits can be derived.  <b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.12:</a>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.  <b>Remarks/Examples:</b> An example is performing plyometrics.
<a href="#">PE.912.M.1.16:</a>	Apply the principles of training and conditioning to accommodate

individual needs and strengths.

**Remarks/Examples:**

Some examples of training principles are overload, specificity and progression.

[PE.912.M.1.19:](#)

Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

[PE.912.M.1.30:](#)

Combine and apply movement patterns from simple to complex.

[PE.912.M.1.33:](#)

Practice complex motor activities in order to improve performance.

Demonstrate use of the mechanical principles as they apply to specific course activities.

[PE.912.M.1.34:](#)

**Remarks/Examples:**

Some examples are balance, force and leverage.

[PE.912.M.1.35:](#)

Select proper equipment and apply all appropriate safety procedures necessary for participation.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Weight Training 3 (#1501360)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1501360

**Abbreviated Title:** WEIGHT TRAIN 3

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div data-bbox="509 1539 1367 1780" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</div>
<a href="#">LAFL.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<a href="#">PE.912.C.2.17:</a>	<p>Assess physiological effects of exercise during and after physical activity.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are breathing, resting heart rate and blood pressure.</p> </div>
<a href="#">PE.912.C.2.22:</a>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p> </div>
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.24:</a>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and

	equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.L.3.2:</a>	Participate in a variety of activities that promote the health-related components of fitness. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> </div>
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.L.4.2:</a>	Identify ways to self-assess and modify a personal fitness program.
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#">PE.912.L.4.5:</a>	Apply the principles of training to personal fitness goals. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p> </div>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.2:</a>	Analyze physical activities from which benefits can be derived. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p> </div>
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.12:</a>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> An example is performing plyometrics.</p> </div>
<a href="#">PE.912.M.1.16:</a>	Apply the principles of training and conditioning to accommodate

individual needs and strengths.

**Remarks/Examples:**

Some examples of training principles are overload, specificity and progression.

[PE.912.M.1.19:](#)

Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

[PE.912.M.1.30:](#)

Combine and apply movement patterns from simple to complex.

[PE.912.M.1.33:](#)

Practice complex motor activities in order to improve performance.

Demonstrate use of the mechanical principles as they apply to specific course activities.

[PE.912.M.1.34:](#)

**Remarks/Examples:**

Some examples are balance, force and leverage.

[PE.912.M.1.35:](#)

Select proper equipment and apply all appropriate safety procedures necessary for participation.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.



## Comprehensive Fitness (#1501390)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1501390

**Abbreviated Title:** COMPRE FIT

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

[LAFS.910.L.3.4:](#)

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[LAFS.1112.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

[PE.912.C.2.15:](#)

Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.

[PE.912.C.2.16:](#)

Explain the methods of monitoring levels of intensity during aerobic activity.

**Remarks/Examples:**

Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.

[PE.912.C.2.23:](#)

Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

[PE.912.C.2.26:](#)

Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.

[PE.912.C.2.28:](#)

Interpret and apply the rules associated with specific course activities.

[PE.912.L.3.1:](#)

Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.

[PE.912.L.3.2:](#)

Participate in a variety of activities that promote the health-related components of fitness.

**Remarks/Examples:**

The health-related components of fitness are cardiorespiratory

	endurance, muscular strength, muscular endurance, flexibility and body composition.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.4.1:</a>	Design a personal fitness program. <b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<a href="#">PE.912.L.4.2:</a>	Identify ways to self-assess and modify a personal fitness program.
<a href="#">PE.912.L.4.3:</a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#">PE.912.L.4.5:</a>	Apply the principles of training to personal fitness goals. <b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">PE.912.R.5.4:</a>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.12:</a>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. <b>Remarks/Examples:</b>

	An example is performing plyometrics.
<a href="#">PE.912.M.1.13:</a>	Perform a student-designed cardiorespiratory enhancing workout.
	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
<a href="#">PE.912.M.1.14:</a>	<p><b>Remarks/Examples:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
	Apply the principles of training and conditioning to accommodate individual needs and strengths.
<a href="#">PE.912.M.1.16:</a>	<p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p>
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
<a href="#">PE.912.M.1.34:</a>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Power Weight Training 1 (#1501410)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1501410

**Abbreviated Title:** POWER WEIGHT TRAIN 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative

	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#">PE.912.C.2.3:</a></p>	<p>Analyze the movement performance of self and others.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are video analysis and checklist.</p> </div>
<p><a href="#">PE.912.C.2.7:</a></p>	<p>Evaluate the effectiveness of specific warm-up and cool-down activities.</p>
<p><a href="#">PE.912.C.2.14:</a></p>	<p>Compare and contrast the skill-related components of fitness used in various physical activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p> </div>
<p><a href="#">PE.912.C.2.17:</a></p>	<p>Assess physiological effects of exercise during and after physical activity.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are breathing, resting heart rate and blood pressure.</p> </div>
<p><a href="#">PE.912.C.2.23:</a></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>

<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.L.3.2:</a>	Participate in a variety of activities that promote the health-related components of fitness. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> </div>
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.L.4.2:</a>	Identify ways to self-assess and modify a personal fitness program.
<a href="#">PE.912.L.4.3:</a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#">PE.912.L.4.4:</a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#">PE.912.L.4.5:</a>	Apply the principles of training to personal fitness goals. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p> </div>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.2:</a>	Analyze physical activities from which benefits can be derived. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p> </div>
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.12:</a>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

	<p><b>Remarks/Examples:</b> An example is performing plyometrics.</p>
<a href="#">PE.912.M.1.16:</a>	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths.</p> <p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p>
<a href="#">PE.912.M.1.19:</a>	<p>Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.</p>
<a href="#">PE.912.M.1.30:</a>	<p>Combine and apply movement patterns from simple to complex.</p> <p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p>
<a href="#">PE.912.M.1.34:</a>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<a href="#">PE.912.M.1.35:</a>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>



# Gymnastics 1 (#1502300)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502300

**Abbreviated Title:** GYMNASTICS 1

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div data-bbox="509 1539 1367 1780" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</div>
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
	Apply the principles of training to personal fitness goals.
<a href="#">PE.912.L.4.5:</a>	<p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p>
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for

	facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
	Apply the principles of training and conditioning to accommodate individual needs and strengths.
<a href="#">PE.912.M.1.16:</a>	<p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p>
<a href="#">PE.912.M.1.18:</a>	Demonstrate a variety of gymnastics skills with a level of control.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">PE.912.M.1.20:</a>	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
<a href="#">PE.912.M.1.34:</a>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Gymnastics 2 (#1502310)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502310

**Abbreviated Title:** GYMNASTICS 2

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

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### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<a href="#">PE.912.C.2.19:</a>	Choreograph complex sequences individually, with a partner or in a small group.
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.24:</a>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.L.4.5:</a>	<p>Apply the principles of training to personal fitness goals.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p> </div>

	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.	
<a href="#">PE.912.R.5.4:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>		
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.	
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.	
<a href="#">PE.912.M.1.12:</a>	<p>Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.</p> <table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> An example is performing plyometrics.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> An example is performing plyometrics.</p>
<p><b>Remarks/Examples:</b> An example is performing plyometrics.</p>		
<a href="#">PE.912.M.1.18:</a>	Demonstrate a variety of gymnastics skills with a level of control.	
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.	
<a href="#">PE.912.M.1.20:</a>	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.	
<a href="#">PE.912.M.1.21:</a>	Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.	
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.	
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.	
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.	

## Paddleball/Racquetball/Handball (#1502400)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502400

**Abbreviated Title:** PADB RACQB HANDBALL

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div data-bbox="509 1612 1365 1850"><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</div>
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative

	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>	
<a href="#">PE.912.C.2.21:</a>	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.	
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.	
	Analyze the mechanical principles as they apply to specific course activities.	
<a href="#">PE.912.C.2.24:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>		
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.	
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.	
	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.	
<a href="#">PE.912.C.2.27:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<p><b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p>		
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.	



<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.22:</a>	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
<a href="#">PE.912.M.1.23:</a>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<a href="#">PE.912.M.1.24:</a>	Apply a combination of complex movement patterns in a game setting.
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
<a href="#">PE.912.M.1.26:</a>	<p><b>Remarks/Examples:</b> An example is placing a shot in an open area away from opponent.</p>
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.
<a href="#">PE.912.M.1.31:</a>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
<a href="#">PE.912.M.1.34:</a>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>

<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

# Individual and Dual Sports 1 (#1502410)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502410

**Abbreviated Title:** INDIV/DUAL SPRTS 1

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div data-bbox="508 1539 1365 1774" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</div>
<a href="#">LAFL.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.C.2.27:</a>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p> </div>
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.R.5.3:</a>	<p>Demonstrate sportsmanship during game situations.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory</p> </div>

	and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.1:</a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<a href="#">PE.912.M.1.31:</a>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Individual and Dual Sports 2 (#1502420)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502420

**Abbreviated Title:** INDIV/DUAL SPRTS 2

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div data-bbox="509 1539 1367 1780" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</div>
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#">PE.912.C.2.9:</a></p>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p> </div>
<p><a href="#">PE.912.C.2.20:</a></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><a href="#">PE.912.C.2.22:</a></p>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p> </div>
<p><a href="#">PE.912.C.2.23:</a></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><a href="#">PE.912.C.2.25:</a></p>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>
<p><a href="#">PE.912.C.2.26:</a></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
<p><a href="#">PE.912.C.2.27:</a></p>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p>

	<p><b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.1:</a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">PE.912.M.1.22:</a>	Demonstrate proficiency in advanced combinations of motor skills



	for a variety of individual and dual sports.
<a href="#">PE.912.M.1.23:</a>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<a href="#">PE.912.M.1.24:</a>	Apply a combination of complex movement patterns in a game setting.
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<a href="#">PE.912.M.1.26:</a>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> An example is placing a shot in an open area away from opponent.</p> </div>
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.
<a href="#">PE.912.M.1.31:</a>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
<a href="#">PE.912.M.1.34:</a>	Demonstrate use of the mechanical principles as they apply to specific course activities. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Individual and Dual Sports 3 (#1502430)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502430

**Abbreviated Title:** INDIV/DUAL SPRTS 3

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div data-bbox="506 1537 1367 1772" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</div>
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<a href="#">PE.912.C.2.9:</a>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p> </div>
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">PE.912.C.2.21:</a>	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.24:</a>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.

<p><a href="#">PE.912.C.2.27:</a></p>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p> </div>
<p><a href="#">PE.912.C.2.28:</a></p>	<p>Interpret and apply the rules associated with specific course activities.</p>
<p><a href="#">PE.912.L.3.3:</a></p>	<p>Identify a variety of activities that promote effective stress management.</p>
<p><a href="#">PE.912.L.3.6:</a></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p><a href="#">PE.912.R.5.3:</a></p>	<p>Demonstrate sportsmanship during game situations.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p> </div>
<p><a href="#">PE.912.R.5.4:</a></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p> </div>
<p><a href="#">PE.912.R.5.5:</a></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p><a href="#">PE.912.R.6.1:</a></p>	<p>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p>
<p><a href="#">PE.912.R.6.3:</a></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>
<p><a href="#">PE.912.M.1.5:</a></p>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
<p><a href="#">PE.912.M.1.10:</a></p>	<p>Apply sport specific skills in simulation and in real-life applications.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p> </div>
<p><a href="#">PE.912.M.1.20:</a></p>	<p>Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.</p>

<a href="#">PE.912.M.1.22:</a>	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.	
<a href="#">PE.912.M.1.23:</a>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.	
<a href="#">PE.912.M.1.24:</a>	Apply a combination of complex movement patterns in a game setting.	
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.	
	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.	
<a href="#">PE.912.M.1.26:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> An example is placing a shot in an open area away from opponent.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> An example is placing a shot in an open area away from opponent.</p>
<p><b>Remarks/Examples:</b> An example is placing a shot in an open area away from opponent.</p>		
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.	
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.	
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.	
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.	

## Self Defense Activities (#1502460)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502460

**Abbreviated Title:** SELF DEFENSE

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the

	<p>topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>	
<a href="#">LAFS.910.L.3.6:</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.	
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.	
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.	
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.	
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.	
	Demonstrate sportsmanship during game situations.	
<a href="#">PE.912.R.5.3:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>		
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.	
<a href="#">PE.912.R.5.4:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>		
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for	

	facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.2:</a>	Analyze physical activities from which benefits can be derived.  <b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.12:</a>	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.  <b>Remarks/Examples:</b> An example is performing plyometrics.
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.16:</a>	Apply the principles of training and conditioning to accommodate individual needs and strengths.  <b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">PE.912.M.1.20:</a>	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
<a href="#">PE.912.M.1.29:</a>	Demonstrate proficiency in self-defense movement skills.
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



## Recreational Activities (#1502470)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502470

**Abbreviated Title:** REC

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by

	<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p>
<a href="#">PE.912.C.2.9:</a>	<p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p>
<a href="#">PE.912.C.2.10:</a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
	Participate in a variety of activities that promote the health-related components of fitness.
<a href="#">PE.912.L.3.2:</a>	<p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress

	management.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.1:</a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	Analyze physical activities from which benefits can be derived.
<a href="#">PE.912.R.6.2:</a>	<p><b>Remarks/Examples:</b> Some examples of potential benefits are physical, mental, emotional and social.</p>
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
	Demonstrate critical elements of basic skills relating to aquatics.
<a href="#">PE.912.M.1.1:</a>	<p><b>Remarks/Examples:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.</p>
	Demonstrate complex skills and advanced rhythmic movements in dance.
<a href="#">PE.912.M.1.9:</a>	<p><b>Remarks/Examples:</b> Some examples are line, hip-hop, country and folk.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down

	techniques.
<a href="#">PE.912.M.1.28:</a>	Apply strategies and tactics in a variety of outdoor pursuits.
<a href="#">PE.912.M.1.31:</a>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Outdoor Education (#1502480)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502480

**Abbreviated Title:** OUTDOOR ED

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by

	<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#">PE.912.C.2.10:</a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.1:</a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.11:</a>	Demonstrate competency in two or more extreme sports activities.
<a href="#">PE.912.M.1.27:</a>	Demonstrate proficiency in a variety of outdoor pursuit activities.
<a href="#">PE.912.M.1.28:</a>	Apply strategies and tactics in a variety of outdoor pursuits.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.

Demonstrate use of the mechanical principles as they apply to specific course activities.

[PE.912.M.1.34:](#)

**Remarks/Examples:**

Some examples are balance, force and leverage.

[PE.912.M.1.35:](#)

Select proper equipment and apply all appropriate safety procedures necessary for participation.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

# Care and Prevention of Athletic Injuries (#1502490)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502490

**Abbreviated Title:** CARE/PREV OF ATH INJ

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end



	of a game). ★
<a href="#">LAFS.910.L.3.4:</a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.910.WHST.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<a href="#">PE.912.C.2.8:</a>	<p>Differentiate between the three different types of heat illnesses associated with fluid loss.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.</p> </div>
<a href="#">PE.912.C.2.9:</a>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p> </div>
<a href="#">PE.912.C.2.10:</a>	Analyze long-term benefits of regularly participating in physical activity.

<p><a href="#">PE.912.C.2.11:</a></p>	<p>Explain how each of the health-related components of fitness are improved through the application of training principles.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<p><a href="#">PE.912.C.2.17:</a></p>	<p>Assess physiological effects of exercise during and after physical activity.</p> <p><b>Remarks/Examples:</b> Some examples are breathing, resting heart rate and blood pressure.</p>
<p><a href="#">PE.912.C.2.23:</a></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><a href="#">PE.912.C.2.25:</a></p>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>
<p><a href="#">PE.912.C.2.26:</a></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
<p><a href="#">PE.912.L.3.6:</a></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p><a href="#">PE.912.L.4.6:</a></p>	<p>Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.</p>
<p><a href="#">PE.912.R.5.4:</a></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><a href="#">PE.912.R.5.5:</a></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p><a href="#">PE.912.R.6.3:</a></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>
<p><a href="#">PE.912.M.1.14:</a></p>	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p> <p><b>Remarks/Examples:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>

	Apply the principles of training and conditioning to accommodate individual needs and strengths.
<a href="#">PE.912.M.1.16:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p> </div>
<a href="#">PE.912.M.1.17:</a>	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
<a href="#">PE.912.M.1.34:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Sports Officiating (#1502500)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1502500

**Abbreviated Title:** SPRTS OFFICIATING

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#">PE.912.R.5.3:</a>	<p>Demonstrate sportsmanship during game situations.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p> </div>
<a href="#">PE.912.R.5.4:</a>	Maintain appropriate personal, social and ethical behavior while

	participating in a variety of physical activities.
	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p> </div>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p> </div>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Track and Field (#1503300)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1503300

**Abbreviated Title:** TRACK & FIELD

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div data-bbox="508 1539 1365 1774" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</div>
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.9:</a>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p> </div>
<a href="#">PE.912.C.2.22:</a>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p> </div>
<a href="#">PE.912.C.2.23:</a>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<a href="#">PE.912.C.2.24:</a>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.C.2.25:</a>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>
<a href="#">PE.912.C.2.26:</a>	<p>Evaluate skill patterns of self and/or partner by detecting and</p>



	correcting mechanical errors.
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.16:</a>	Apply the principles of training and conditioning to accommodate individual needs and strengths.

	<p><b>Remarks/Examples:</b> Some examples of training principles are overload, specificity and progression.</p>
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
<a href="#">PE.912.M.1.34:</a>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Basketball (#1503310)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1503310

**Abbreviated Title:** BASKETBALL

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFL.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>	
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.	
<a href="#">PE.912.C.2.21:</a>	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.	
	Explain the skill-related components of fitness and how they enhance performance levels.	
<a href="#">PE.912.C.2.22:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
<p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>		
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.	
	Analyze the mechanical principles as they apply to specific course activities.	
<a href="#">PE.912.C.2.24:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>		
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.	
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.	
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.	

<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.24:</a>	Apply a combination of complex movement patterns in a game setting.
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<a href="#">PE.912.M.1.26:</a>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.

	<p><b>Remarks/Examples:</b> An example is placing a shot in an open area away from opponent.</p>
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.
<a href="#">PE.912.M.1.31:</a>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
<a href="#">PE.912.M.1.34:</a>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Soccer (#1503320)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1503320

**Abbreviated Title:** SOCCER

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#">PE.912.C.2.9:</a></p>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p> </div>
<p><a href="#">PE.912.C.2.20:</a></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><a href="#">PE.912.C.2.21:</a></p>	<p>Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.</p>
<p><a href="#">PE.912.C.2.22:</a></p>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p> </div>
<p><a href="#">PE.912.C.2.23:</a></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><a href="#">PE.912.C.2.24:</a></p>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>



<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.24:</a>	Apply a combination of complex movement patterns in a game

	setting.
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<a href="#">PE.912.M.1.26:</a>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> An example is placing a shot in an open area away from opponent.</p> </div>
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.
<a href="#">PE.912.M.1.31:</a>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
<a href="#">PE.912.M.1.34:</a>	Demonstrate use of the mechanical principles as they apply to specific course activities. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Softball (#1503330)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1503330

**Abbreviated Title:** SOFTBALL

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<a href="#">PE.912.C.2.9:</a>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p> </div>
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">PE.912.C.2.21:</a>	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.C.2.22:</a>	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p> </div>
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.24:</a>	Analyze the mechanical principles as they apply to specific course activities.

	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<a href="#">PE.912.C.2.25:</a>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down

	techniques.
<a href="#">PE.912.M.1.23:</a>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<a href="#">PE.912.M.1.24:</a>	Apply a combination of complex movement patterns in a game setting.
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<a href="#">PE.912.M.1.26:</a>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> An example is placing a shot in an open area away from opponent.</p> </div>
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.
<a href="#">PE.912.M.1.31:</a>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
<a href="#">PE.912.M.1.34:</a>	Demonstrate use of the mechanical principles as they apply to specific course activities. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Team Sports 1 (#1503350)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1503350

**Abbreviated Title:** TEAM SPRTS 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### VERSION DESCRIPTION

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range,

standard deviation) of two or more different data sets. ★

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

[LAFS.910.SL.1.1:](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[PE.912.C.2.9:](#)

Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

**Remarks/Examples:**

Some examples of precautions are hydration and appropriate attire.

[PE.912.C.2.20:](#)

Identify appropriate methods to resolve physical conflict.

[PE.912.C.2.21:](#)

Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.

[PE.912.C.2.23:](#)

Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

[PE.912.C.2.25:](#)

Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.



<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p> </div>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p> </div>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.1:</a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p> </div>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.23:</a>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.

<a href="#">PE.912.M.1.31:</a>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Team Sports 2 (#1503360)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1503360

**Abbreviated Title:** TEAM SPRTS 2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### VERSION DESCRIPTION

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

### GENERAL NOTES

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range,

standard deviation) of two or more different data sets. ★

**Remarks/Examples:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

[LAFS.910.SL.1.1:](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[PE.912.C.2.9:](#)

Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

**Remarks/Examples:**

Some examples of precautions are hydration and appropriate attire.

[PE.912.C.2.20:](#)

Identify appropriate methods to resolve physical conflict.

[PE.912.C.2.21:](#)

Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.

[PE.912.C.2.23:](#)

Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

[PE.912.C.2.25:](#)

Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
<a href="#">PE.912.C.2.27:</a>	<p><b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	Demonstrate sportsmanship during game situations.
<a href="#">PE.912.R.5.3:</a>	<p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.1:</a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.10:</a>	Apply sport specific skills in simulation and in real-life applications.

**Remarks/Examples:**

An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.

<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.19:</a>	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
<a href="#">PE.912.M.1.23:</a>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<a href="#">PE.912.M.1.31:</a>	Demonstrate advanced offensive, defensive and transition strategies and tactics.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Aerobics 1 (#1503400)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1503400

**Abbreviated Title:** AEROBICS 1

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.2:</a>	Apply terminology and etiquette in dance.
<a href="#">PE.912.C.2.5:</a>	Analyze the relationship between music and dance.
<a href="#">PE.912.C.2.15:</a>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
<a href="#">PE.912.C.2.16:</a>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p> </div>
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.L.3.1:</a>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> </div>



<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.	
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.	
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.	
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.	
<a href="#">PE.912.R.5.4:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>		
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.	
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.	
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.	
	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.	
<a href="#">PE.912.M.1.14:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
<p><b>Remarks/Examples:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>		
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.	
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.	
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.	

## Aerobics 2 (#1503410)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1503410

**Abbreviated Title:** AEROBICS 2

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>	
<a href="#">PE.912.C.2.12:</a>	Compare and contrast aerobic versus anaerobic activities.	
<a href="#">PE.912.C.2.15:</a>	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.	
	Explain the methods of monitoring levels of intensity during aerobic activity.	
<a href="#">PE.912.C.2.16:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
<p><b>Remarks/Examples:</b> Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>		
	Assess physiological effects of exercise during and after physical activity.	
<a href="#">PE.912.C.2.17:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are breathing, resting heart rate and blood pressure.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are breathing, resting heart rate and blood pressure.</p>
<p><b>Remarks/Examples:</b> Some examples are breathing, resting heart rate and blood pressure.</p>		
<a href="#">PE.912.C.2.19:</a>	Choreograph complex sequences individually, with a partner or in a small group.	
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.	
<a href="#">PE.912.L.3.1:</a>	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.	

<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.2:</a>	Participate in a variety of activities that promote the health-related components of fitness. <b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.R.5.2:</a>	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.6:</a>	Select appropriate music for dance forms and choreograph dance movements to music.
<a href="#">PE.912.M.1.7:</a>	Perform advanced dance sequences from a variety of dances accurately. <b>Remarks/Examples:</b> Some examples of dances are hip-hop, social, step and line.
<a href="#">PE.912.M.1.8:</a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#">PE.912.M.1.9:</a>	Demonstrate complex skills and advanced rhythmic movements in dance.

	<p><b>Remarks/Examples:</b> Some examples are line, hip-hop, country and folk.</p>
<a href="#">PE.912.M.1.13:</a>	<p>Perform a student-designed cardiorespiratory enhancing workout.</p> <p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p>
<a href="#">PE.912.M.1.14:</a>	<p><b>Remarks/Examples:</b> Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
<a href="#">PE.912.M.1.30:</a>	<p>Combine and apply movement patterns from simple to complex.</p>
<a href="#">PE.912.M.1.35:</a>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p>
<a href="#">ELD.K12.ELL.1.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## Aerobics 3 (#1503420)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1503420

**Abbreviated Title:** AEROBICS 3

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.A-REI.4.10:</a>	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[LAFS.910.SL.1.1:](#)

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[PE.912.C.2.7:](#)

Evaluate the effectiveness of specific warm-up and cool-down activities.

[PE.912.C.2.12:](#)

Compare and contrast aerobic versus anaerobic activities.

[PE.912.C.2.17:](#)

Assess physiological effects of exercise during and after physical activity.

**Remarks/Examples:**

Some examples are breathing, resting heart rate and blood pressure.

[PE.912.C.2.19:](#)

Choreograph complex sequences individually, with a partner or in a small group.

[PE.912.C.2.23:](#)

Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

[PE.912.C.2.25:](#)

Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

[PE.912.L.3.1:](#)

Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.

[PE.912.L.3.5:](#)

Identify the community opportunities for participation in a variety of physical activities.

<p><a href="#">PE.912.L.3.2:</a></p>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <div data-bbox="516 268 1367 474" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> </div>
<p><a href="#">PE.912.L.3.3:</a></p>	<p>Identify a variety of activities that promote effective stress management.</p>
<p><a href="#">PE.912.L.3.4:</a></p>	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p>
<p><a href="#">PE.912.L.3.6:</a></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p><a href="#">PE.912.R.5.2:</a></p>	<p>Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.</p>
<p><a href="#">PE.912.R.5.4:</a></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <div data-bbox="516 877 1367 1041" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p> </div>
<p><a href="#">PE.912.R.5.5:</a></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p><a href="#">PE.912.R.6.3:</a></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>
<p><a href="#">PE.912.M.1.5:</a></p>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
<p><a href="#">PE.912.M.1.6:</a></p>	<p>Select appropriate music for dance forms and choreograph dance movements to music.</p>
<p><a href="#">PE.912.M.1.7:</a></p>	<p>Perform advanced dance sequences from a variety of dances accurately.</p> <div data-bbox="516 1486 1367 1612" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of dances are hip-hop, social, step and line.</p> </div>
<p><a href="#">PE.912.M.1.8:</a></p>	<p>Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.</p>
<p><a href="#">PE.912.M.1.9:</a></p>	<p>Demonstrate complex skills and advanced rhythmic movements in dance.</p> <div data-bbox="516 1776 1367 1858" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b></p> </div>



	Some examples are line, hip-hop, country and folk.
<a href="#">PE.912.M.1.13:</a>	Perform a student-designed cardiorespiratory enhancing workout.
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Golf 1 (#1504400)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1504400

**Abbreviated Title:** GOLF 1

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
<a href="#">PE.912.C.2.24:</a>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
<a href="#">PE.912.C.2.28:</a>	Interpret and apply the rules associated with specific course activities.
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#">PE.912.R.5.3:</a>	<p>Demonstrate sportsmanship during game situations.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory</p> </div>

	and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
<a href="#">PE.912.R.5.4:</a>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
<a href="#">PE.912.M.1.10:</a>	<p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<a href="#">PE.912.M.1.15:</a>	Select and apply sport/activity specific warm-up and cool-down techniques.
<a href="#">PE.912.M.1.23:</a>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<a href="#">PE.912.M.1.32:</a>	Apply sport specific skills in a variety of game settings.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
<a href="#">PE.912.M.1.34:</a>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Golf 2 (#1504410)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1504410

**Abbreviated Title:** GOLF 2

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★  <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
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Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

[PE.912.C.2.9:](#)

**Remarks/Examples:**  
Some examples of precautions are hydration and appropriate attire.

[PE.912.C.2.23:](#) Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

[PE.912.C.2.26:](#) Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.

[PE.912.C.2.28:](#) Interpret and apply the rules associated with specific course activities.

[PE.912.L.3.5:](#) Identify the community opportunities for participation in a variety of physical activities.

[PE.912.L.3.3:](#) Identify a variety of activities that promote effective stress management.

[PE.912.L.3.4:](#) Identify the in-school opportunities for participation in a variety of physical activities.

Demonstrate sportsmanship during game situations.

[PE.912.R.5.3:](#)

**Remarks/Examples:**  
Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory

	and defeat.
<a href="#">PE.912.R.5.4:</a>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.10:</a>	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<a href="#">PE.912.M.1.22:</a>	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
<a href="#">PE.912.M.1.23:</a>	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
<a href="#">PE.912.M.1.25:</a>	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.
<a href="#">PE.912.M.1.34:</a>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Swimming 1 (#1504460)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1504460

**Abbreviated Title:** SWIMMING 1

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div data-bbox="508 1539 1365 1774" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</div>
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'



	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#">PE.912.C.2.9:</a></p>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p> </div>
<p><a href="#">PE.912.C.2.23:</a></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p><a href="#">PE.912.C.2.26:</a></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
<p><a href="#">PE.912.L.3.5:</a></p>	<p>Identify the community opportunities for participation in a variety of physical activities.</p>
<p><a href="#">PE.912.L.3.4:</a></p>	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p>
<p><a href="#">PE.912.L.3.6:</a></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p><a href="#">PE.912.R.5.3:</a></p>	<p>Demonstrate sportsmanship during game situations.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p> </div>

<p><a href="#">PE.912.R.5.4:</a></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><a href="#">PE.912.R.5.5:</a></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p><a href="#">PE.912.R.6.3:</a></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>
<p><a href="#">PE.912.M.1.1:</a></p>	<p>Demonstrate critical elements of basic skills relating to aquatics.</p> <p><b>Remarks/Examples:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.</p>
<p><a href="#">PE.912.M.1.2:</a></p>	<p>Demonstrate proficiency in combination of motor skills related to aquatics.</p> <p><b>Remarks/Examples:</b> Some examples are rhythmic breathing, coordinated movements with arms and legs and body alignment while entering water.</p>
<p><a href="#">PE.912.M.1.3:</a></p>	<p>Perform a basic water rescue, with or without equipment, without entering the water.</p>
<p><a href="#">PE.912.M.1.10:</a></p>	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<p><a href="#">PE.912.M.1.15:</a></p>	<p>Select and apply sport/activity specific warm-up and cool-down techniques.</p>
<p><a href="#">PE.912.M.1.33:</a></p>	<p>Practice complex motor activities in order to improve performance.</p>
<p><a href="#">PE.912.M.1.34:</a></p>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
<p><a href="#">PE.912.M.1.35:</a></p>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p>
<p><a href="#">ELD.K12.ELL.1.1:</a></p>	<p>English language learners communicate for social and instructional</p>

purposes within the school setting.

## Swimming 2 (#1504470)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1504470

**Abbreviated Title:** SWIMMING 2

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>	
<a href="#">PE.912.C.2.1:</a>	Identify and describe the critical elements of a basic water rescue.	
<a href="#">PE.912.C.2.7:</a>	Evaluate the effectiveness of specific warm-up and cool-down activities.	
	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.	
<a href="#">PE.912.C.2.9:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p>
<p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p>		
<a href="#">PE.912.C.2.23:</a>	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.	
<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.	
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.	
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.	
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.	
	Demonstrate sportsmanship during game situations.	
<a href="#">PE.912.R.5.3:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b></p> </td> </tr> </table>	<p><b>Remarks/Examples:</b></p>
<p><b>Remarks/Examples:</b></p>		

	Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
<a href="#">PE.912.R.5.4:</a>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.912.R.6.3:</a>	Analyze the roles of games, sports and/or physical activities in other cultures.
<a href="#">PE.912.M.1.1:</a>	<p>Demonstrate critical elements of basic skills relating to aquatics.</p> <p><b>Remarks/Examples:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.</p>
<a href="#">PE.912.M.1.2:</a>	<p>Demonstrate proficiency in combination of motor skills related to aquatics.</p> <p><b>Remarks/Examples:</b> Some examples are rhythmic breathing, coordinated movements with arms and legs and body alignment while entering water.</p>
<a href="#">PE.912.M.1.3:</a>	Perform a basic water rescue, with or without equipment, without entering the water.
<a href="#">PE.912.M.1.4:</a>	<p>Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings.</p> <p><b>Remarks/Examples:</b> Some examples of aquatic settings are a pool, a lake and open water.</p>
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#">PE.912.M.1.10:</a>	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p><b>Remarks/Examples:</b> An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or</p>

	performance setting.	
<a href="#">PE.912.M.1.30:</a>	Combine and apply movement patterns from simple to complex.	
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.	
	Demonstrate use of the mechanical principles as they apply to specific course activities.	
<a href="#">PE.912.M.1.34:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p>
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<a href="#">PE.912.M.1.35:</a>	Select proper equipment and apply all appropriate safety procedures necessary for participation.	
<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.	

## Water Safety (#1504490)

**Version for Academic Year:** 2015 - 2016

**Course Number:** 1504490

**Abbreviated Title:** WATER SAFETY

**Course Length:** Semester (S)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SL.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### COURSE STANDARDS

Name	Description
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ <div data-bbox="508 1539 1365 1774" style="border: 1px solid black; padding: 5px;"><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</div>
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'



	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#">PE.912.C.2.7:</a></p>	<p>Evaluate the effectiveness of specific warm-up and cool-down activities.</p>
<p><a href="#">PE.912.C.2.8:</a></p>	<p>Differentiate between the three different types of heat illnesses associated with fluid loss.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.</p> </div>
<p><a href="#">PE.912.C.2.9:</a></p>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples of precautions are hydration and appropriate attire.</p> </div>
<p><a href="#">PE.912.C.2.20:</a></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><a href="#">PE.912.C.2.24:</a></p>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Some examples are balance, force and leverage.</p> </div>
<p><a href="#">PE.912.C.2.25:</a></p>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</p>

<a href="#">PE.912.C.2.26:</a>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.	
<a href="#">PE.912.L.3.5:</a>	Identify the community opportunities for participation in a variety of physical activities.	
<a href="#">PE.912.L.3.3:</a>	Identify a variety of activities that promote effective stress management.	
<a href="#">PE.912.L.3.4:</a>	Identify the in-school opportunities for participation in a variety of physical activities.	
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.	
<a href="#">PE.912.R.5.1:</a>	Describe ways to act independently of peer pressure during physical activities.	
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.	
<a href="#">PE.912.R.5.4:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
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<a href="#">PE.912.R.5.5:</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
	Demonstrate critical elements of basic skills relating to aquatics.	
<a href="#">PE.912.M.1.1:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.</p>
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<a href="#">PE.912.M.1.3:</a>	Perform a basic water rescue, with or without equipment, without entering the water.	
	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings.	
<a href="#">PE.912.M.1.4:</a>	<table border="1"> <tr> <td> <p><b>Remarks/Examples:</b> Some examples of aquatic settings are a pool, a lake and open water.</p> </td> </tr> </table>	<p><b>Remarks/Examples:</b> Some examples of aquatic settings are a pool, a lake and open water.</p>
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<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.	
<a href="#">PE.912.M.1.17:</a>	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.	
<a href="#">PE.912.M.1.33:</a>	Practice complex motor activities in order to improve performance.	
<a href="#">PE.912.M.1.34:</a>	Demonstrate use of the mechanical principles as they apply to specific course activities.	
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<a href="#">ELD.K12.ELL.1.1:</a>	English language learners communicate for social and instructional purposes within the school setting.	

